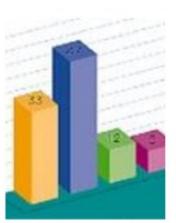
INTERIM ASSESSMENT PROGRAM GUIDE

















Office of Assessment, Research, and Data Analysis

Revised August 27, 2015

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Introduction

The Interim Assessment Program (IA) is an integrated assessment system designed to help classroom teachers monitor their students' attainment of the curriculum benchmarks outlined in Florida's Next Generation Sunshine State Standards (NGSSS), and the Florida Standards Assessments (FSA) which provides our students with an authentic practice test experience in preparation for state assessment programs.

This Interim Assessment Program Guide provides an overview of procedures to administer the paper-based and computer-based (CBT) version of the Interim Assessment tests. The implementation of the IA program requires the involvement of multiple individuals at each school site and each should become familiar with the policies and procedures. The test chairperson, test administrators, and technology coordinators all play an integral role in the implementation process.

Available Tests

The following table shows the Interim Assessment tests that will be available paperpencil and CBT for the 2015-2016 school year.

| Content- Area | Paper-Based Tests | Computer-Based Tests |
|----------------|-------------------|--|
| Reading | Grades 3 and 4 | Grades 5, 6-8, and 9-11, and Retake Grade 10 (NGSSS) |
| Math | Grades 3 and 4 | Grades 5, 6-8, Algebra 1, Algebra 2, and Geometry (Algebra 1 Retake NGSSS) |
| Science | Grades 5 and 8 | Biology |
| Social Studies | | U.S. History. Civics |

Retake versions of the Grade 10 Reading and Algebra I will be available. However, separate "folders" are available containing these test forms to be used for "Retake" students who are preparing to take the FCAT 2.0 Reading Retake and/or the Algebra I assessments. Accessing the correct assessment is important in Gateway to Data (G2D), so that the correct results are reported for each group separately.

Students who did not pass the FCAT 2.0 Reading Retake or the Algebra I EOC in the winter and need to take the Spring FCAT Retake, should be administered the Retake versions of the assessments.

Test Administration Policies and Procedures

The Interim Assessment tests will be administered during the Baseline (BIA) and Midyear (MYA) administration schedules. The testing window of the Interim Assessments allow each school the flexibility of scheduling dates and times based on their instructional schedule. Following is a summary of the testing windows.

| Assessment Period | Subjects Tested | Administration Windows |
|----------------------|--|---------------------------------|
| BIA | Science | August 24 – September 18, 2015 |
| MYA | English Language Arts and Mathematics, | November 16 – December 18, 2015 |
| MYA | Science, U.S. History, and Civics | January 26 – February 19, 2016 |

A Schedule of Activities is provided for each administration period, which provides dates for the delivery of paper versions of the assessments, retrieving test IDs, printing answer sheets, staff training, and the downloading of score reports. The Schedule of Activities are provided through the Briefing delivery system that is released prior to each testing administration.

Testing Format

The Interim Assessment tests consist of multiple-choice questions, and will be administered through Gateway to Data Technology Platform (G2D), formerly known as Thinkgate. CBT administration requires the preparation of student workstations, computer lab scheduling, monitoring students' testing status, and retrieving score reports. Paper-based administration requires printing bubble sheets and scanning answer sheets in order to retrieve score results.

Once students' tests have been submitted, their scores are available immediately on the Assessment Administration screen. However, some of the score reports have a 24 hour lag time-period. Score reports are available for individual students, by class, schools, district-wide, and for specific subgroups, for example, students enrolled in the English for Speakers of other Languages (ESOL) or Special Education (SPED) programs. The scores may be used to identify individual students' strengths and weaknesses, to target instruction, and monitor progress.

Students to Be Tested

All eligible students enrolled in the assessed grades and its equivalent courses must take the Interim Assessment tests in Reading, Mathematics, Science and Social Studies. Students are to be tested on the grade level and/or subject level in which they are currently listed in ISIS (See Appendix D for a list of equivalent course codes):

- Reading, Grades 3 11,
- Reading Retake (Grade 10 –NGSSS Standards), for students enrolled in Intensive Reading
- Mathematics, Grades 3 8,
- Algebra I for all students enrolled in Algebra I or its equivalent course
- Algebra 2 for all students enrolled in Algebra 2 or its equivalent course
- Geometry for all students enrolled in Geometry or its equivalent course
- Science, Grades 5, 8, and Biology I for all enrolled students
- Civics for all students enrolled in the course, and
- United States History for all students enrolled in the course

| IA Test Form | Participating Students | Paper-Based Tests | Computer- Based Tests |
|-----------------------|--|----------------------|--|
| English Language Arts | Grades 3 – 11 | Grades 3 - 4 | Grades 5, 6 – 11 and Retake (Grade 10 NGSSS) |
| Mathematics | Grades 3 – 8 , Algebra 1, Algebra 2, and Geometry | Grades 3 and 4 | Grades 5, 6, 7, 8, Algebra 1, Algebra Retake (NGSSS), Algebra 2, and Geometry |
| Science | Grades 5 and 8, and Biology | Grades 5 and 8 | Biology |
| Civics | Enrolled Students | - | Civics |
| United States History | Enrolled Students | - | U. S. History |

Computer-Based test accommodations and/or decisions regarding modifications for English Language Learners (ELLs), students on Individualized Education and 504 Plans must be made prior to the administration of the assessments. Visually Impaired students using large print and/or Braille formats will be provided with the paper-pencil version of the Interim Assessments. No CBT accommodated forms are available for this administration. Students requiring such accommodations should be administered paper-based IA tests.

Scheduling Students for IA Testing

Students being administered the CBT and paper-pencil versions of the tests would need to have an established room for testing in a classroom or computer lab.

A computer lab schedule should be a part of the initial plan. The number of computer labs and available computers will dictate how the schedules should be arranged. The assessments are not timed and students should be provided with sufficient opportunity to complete the test. Special arrangements should be made for students needing extended time.

Required Materials for Testing

| Paper-Based Administration | Computer-Based Administration |
|---|---|
| Student Answer Sheet (from Gateway to Data (G2D)) Student Test Booklet | Miami-Dade County Public Schools 7-digit student identification number Test identification number for each class (retrieve from Gateway to Data (G2D)) |
| English-to-heritage language dictiona Reference Sheets (grade 8 science a Scientific Calculator (Grades 7-8, Alg Scratch paper, pencil | ind Biology) |

Printing/Delivery of Testing Materials

Test booklets are delivered directly to the traditional M-DCPS school sites via a contracted carrier for each administration period. Upon receipt of the testing materials, check the quantities against the packing information that is found on the shipping label affixed to the <u>outside</u> of each box. It is imperative that you verify your school's materials so that you can obtain additional materials prior to the start of testing, if necessary.

At the end of the delivery window, if your school did not receive the necessary quantities of materials for administering the assessments to your students, please call Student Assessment and Educational Testing (SAET) at 305-995-7520.

Charter schools will receive PDF files via email from Charter School Operations and will need to print test materials prior to the start of testing. Charter schools who placed an order for test forms will receive those documents via delivery.

Please note: Test booklets are consumable, however they <u>may not</u> be sent home with students.

Preparing for Administration

The Interim Assessment tests should be administered as you would a typical "important" classroom test. They are **not** timed tests. Students should be given sufficient time to complete all the items. As such, the administration times in the following table are **only estimates** of the times that will be required for administration.

| Reading*: 75 minutes |
|--|
| Mathematics*: 75 minutes |
| Science*: 112 minutes |
| Civics: 90 minutes |
| U.S. History*: 90 minutes |
| *It is a compared that appropriate here administered even a two day/apprice time partial |

Approximate Testing Times

*It is suggested that assessments be administered over a two-day/session time period.

Interim Assessment tests must **be given during the testing window listed on the Schedule of Activities.** Schools may determine the specific test session schedule within the given window. While the scheduling of test sessions at a particular time on a particular day during the administration testing window is left to the discretion of each school site, considerations should be made as to what is in the best interest of the students.

Training for the Administration of the Interim Assessment Test

The test chairperson or the principal's designee is responsible for training all classroom teachers in the various components of the Interim Assessment Program. Prior to administration of the Interim Assessment tests, all classroom teachers should have a refresher in the actual administration procedures.

The thoroughness and quality of this training will determine the value that teachers will obtain from the Interim Assessment tests. Topics for training include:

- 1. Purpose and components of the Interim Assessment Program;
- 2. Administration, scanning, and reporting window for the tests;
- 3. School's schedule for testing;
- 4. Testing format;
- 5. Arranging for appropriate accommodations, as necessary;
- 6. Guidelines for receiving and handling test materials;
- 7. Scanning and scoring procedures; and
- 8. Use of test for debriefing after scoring has been completed.

District-wide training is conducted by SAET staff via PowerPoint for the designees at each M-DCPS school prior to the administration. The PowerPoint presentation may be used to train teachers.

Testing Environment

The testing location should have comfortable seating, sufficient workspace, and good lighting. The room where students take the test should be as free from outside disturbances as possible. Students should be seated so that they have enough room and will not be tempted to view other students' answers.

Distribution of Testing Materials

Each testing room must have the appropriate materials prior to the start of each testing session. Test booklets should be distributed to the teachers immediately prior to the administration of the test and must be returned to the school's designated coordinator after debriefing has occurred.

The following materials are needed for each classroom for testing:

- Test booklets (paper-based tests only);
- Bubble sheets printed from Gateway to Data (G2D), one per student for each content area being tested (paper-based tests only);
- No. 2 pencils;
- Science periodic tables, one per student (grade 8 and Biology I), four-function calculator;
- Scientific Calculators for mathematics grades 7-8, Algebra I, Algebra 2, Geometry and Biology I.

Scratch Paper

Students should be provided with scratch paper during the administration of the mathematics tests. After testing, all scratch paper must be collected and discarded in a secure manner to avoid compromising test content.

Calculators

A scientific calculator is necessary for the administration of the mathematics assessments for grades 7 and 8, Algebra I, Algebra 2, and Geometry and Biology. A four-function calculator should be distributed to grade 8 students taking the science assessment. Students may use their own scientific and/or four function calculators or the classroom teacher can provide them one from a class set.

Reference Sheets

Reference sheets for grade 8 science and biology may be downloaded and printed at the school site. These reference sheets may also be used during the year for instructional purposes. However, if they are used prior to IA testing, or if re-used they must be examined for stray marks/notes, etc. PDF files are provided at http://oada.dadeschools.net/IAP/IAP.asp.

Tracking the Test Booklets

To assist in keeping track of the test booklets, a Teacher Count Sheet is provided for your use (see Appendix B). Keep track of the number of booklets signed out and returned to each teacher on the days of testing and after testing for purposes of debriefing.

Proctoring

As in a real test setting, visual barriers should be installed to prevent students from viewing other computer monitors or students' desks should be arranged in a manner that would prevent cheating. The test administrator and proctors should actively attend to the students during testing.

Debriefing Process

After testing classroom teachers should engage students in a debriefing process, which is a simulated activity whereas feedback is provided about students' performance on the interim assessments. Debriefing allows for any misconceptions to be clarified in the teaching and learning phases and encourages reflective thinking for students.

The focus during debriefing should be first on the positive aspects of their performance and what the students did well. Then move to discuss deficient test items with emphases on facilitating rich, thoughtful, and insightful discussions. Encourage students to discuss their thinking process during testing, how they would do things differently, and generalize how they can increase their performance on future assessments. The teacher should note areas for instructional adjustments or reteaching during the debriefing process.

Test Accommodations

Accommodations are defined as any variation in the assessment environment or process. Accommodations may include variations in scheduling, responding, setting, aids and equipment, and presentation format. These variations should not change the level, content, performance criteria, readability, or validity of the assessment.

Keep in mind that all accommodations should mirror those provided during instruction.

The accommodations listed on the testing accommodations field in ISIS, as documented on a current Individualized Education Plan (IEP) or Section 504 Plan should be provided for students on the IA CBT, to the degree such accommodations are available on the Gateway to Data (G2D) platform. Refer to the description of the permissible accommodations in the following sections.

Note: Because the activities on the *Interim Assessment Reading tests* require students to demonstrate reading ability, the reading passages can never be read to students as an accommodation.

Special Formats for Students with Visual Impairments

Teachers of students who are visually impaired (Large Print and Braille) will be sent the appropriate format of the paper test booklets. Students' responses must be transcribed onto an answer sheet provided by the test chairperson.

Accommodations for Students with Disabilities and Section 504 Students

The following accommodations are permitted, if needed, for students with disabilities who have current IEPs or Section 504 Accommodation Plans. Teachers should follow the procedures outlined below and give special assistance only to those students who are eligible for such assistance. The accommodations permitted are:

- Flexible setting. Students may be administered the test individually or in a small group setting. Additionally, students may require use of special lighting, adaptive furniture, or special acoustics.
- Flexible scheduling. Students may be administered the test during several brief sessions or require extended time.
- **Recording of answers.** Students may use varied methods to respond to the test, including the mouse, keyboard, assistive technology (as available), written, signed, or verbal response. The teacher or test administrator may enter students' responses on the computer if their IEP dictates it.
- **Mechanical aids.** Students may use a magnifying device, a pointer, a noncalibrated ruler or template, or other similar devices to assist in maintaining visual attention to the passages and the questions. Approved manipulatives such as real coins to depict a test item, an abacus, geoboard, and other

graphical aids may also be used.

- Auditory or sign language presentations. The teacher may sign, provide oral interpretations of, or read general directions. The reading test must be read by the student using visual or tactile means. Mathematics and Science items and answer choices may be read aloud by the test administrator verbatim.
- **Dictionary.** Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary.

Accommodations for ELL Students

The guidelines for all ELL students are as follows:

- Flexible setting. ELL students may be offered the opportunity to take the test in a separate room with the ESOL or heritage language teacher. Because the students are not of legal age, parents must be informed of this option and should be asked for their preferences in the test administration.
- Flexible scheduling. ELL students may take the test during brief sessions.
- Assistance in the heritage language. The ESOL or heritage language teacher may answer students' questions about general directions or test questions in a way that the students would not be mistakenly led to infer the correct answer. During the reading test, the teacher may **not** read words to the students included in the passages or questions.
- **Dictionary.** ELL students must have access to an English-to-heritage language dictionary and/or heritage language-to-English dictionary, such as those made available to ELL students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may not be used.

Available Computer-Based Tools for Students

Gateway to Data (G2D) has a variety of embedded electronic tools available to all students. These tools should be considered acceptable tools for accommodating students with disabilities. The following tools are available to all students.

- Strike through text on the test
- Eraser
- Highlight test in reading passages
- Access online 4- function calculator
- Zoom into test questions and graphics

• Mark questions for later review

Preparation for Testing Administration

Gateway to Data (G2D) will be utilized to print, scan, and retrieve the test results for the Interim Assessment tests. The Gateway to Data (G2D) system is updated nightly to reflect current student information from the district's database (ISIS). New students enrolling at the school site after the update will be reflected in the next system update if they have been entered into the ISIS database by the school site registrar.

Prior to printing the bubble sheets, it is suggested that copies of the classroom rosters from the Gateway to Data (G2D) system be provided to the classroom teachers for student verification. If classes/teachers are missing from the rosters printed from Gateway to Data (G2D), please confirm with your school site registrar to make sure updates have been done in ISIS. If all updates have been executed properly and the students and/or teachers still do not appear on the rosters, please contact the office of Student Assessment and Educational Testing at 305-995-7520 for assistance.

Gateway to Data (G2D) bubble sheets may be printed starting on the dates noted on the Schedule of Activities.

Students with current demographic information in ISIS will have their names preprinted on student and/or roster bubble sheets. Newly registered students will need to use a blank bubble sheet.

Retrieving Class or Session Rosters

Gateway to Data (G2D)'s Assessment Management System online testing only allows for "enrolled" students to be assigned to an assessment in its system.

Prior to testing, the Gateway to Data (G2D) Account Administrators or teacher must print the class roster(s) through Gateway to Data (G2D). The Gateway to Data (G2D) roster should be compared with the school site roster(s) to determine if any students do not appear on the Gateway to Data (G2D) roster.

Printing Gateway to Data (G2D) Roster(s)

Gateway to Data (G2D) Rosters should be retrieved at the beginning of each testing administration to verify that students are enrolled. Teachers should cross reference their ISIS list with the Gateway to Data (G2D) Roster to determine whether students are enrolled in the testing platform for the computer-based administration. Students not enrolled will be unable to take the computer-based test until their name appears on the roster of the assigned teacher(s).

Such students may be administered the assessment(s) in paper-pencil format and would have to wait for the next update (usually the next business day) to resolve the answer sheet. These students should be provided with a plain paper bubble sheet for paper-pencil administration. Also, students can be administered the assessment via computer-based during a make-up session, provided the rosters have been updated to reflect that the student is enrolled in the Gateway to Data (G2D) Assessment Management System.

To print out a Gateway to Data (G2D) Roster the classroom teacher must access the Gatewayto Data (G2D) website at <u>https://tg.dadeschools.net/FLMiamiDade/tglogin.aspx</u> signing in using your Miami-Dade credentials and generic password of MiamiDade2015*.

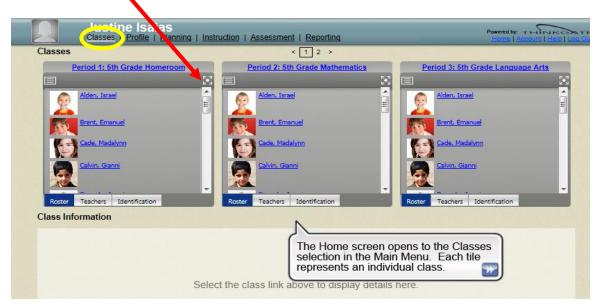
The Gateway to Data (G2D) Class Roster may be used to take attendance and record students' completion status of the assessments. Alternatively, a template is provided in Appendix A that may be used to record students taking the CBT format, paper-pencil format, and those needing special accommodations.

Printing a Gateway to Data (G2D) Roster from Teacher's View

To print a Gateway to Data (G2D) roster from the **teacher's sign on**, follow the screenshots below after signing in.

After signing on the Main Menu opens with a tile for each of the classes that you are assigned to.

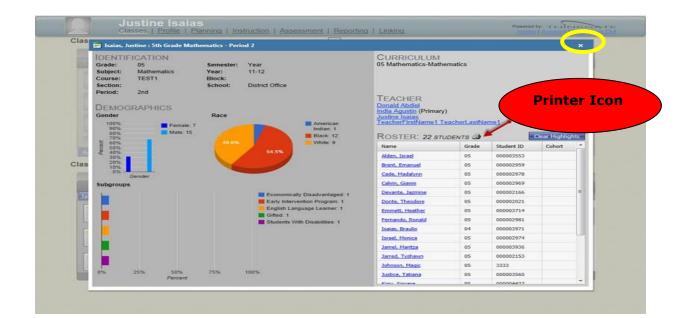
Ensure that the **Classes** link in the left hand corner is selected.



Click the Expand icon

The class roster and demographics display. Click the **Printer** icon to print the roster of students.

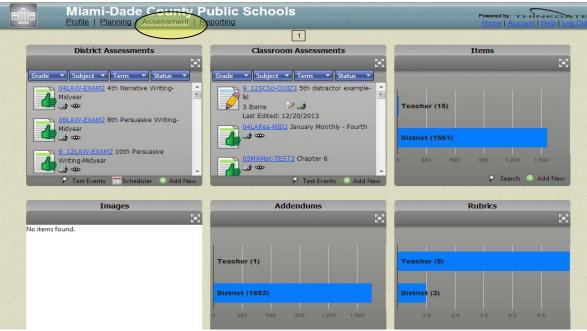
Click the X at the top to return to the Main Menu. Continue to repeat the steps to print all rosters from the classes



Quick Tip: Test Chairpersons printing rosters for all teachers can proceed in printing out the Roster Form bubble sheets. Then have teachers verify student enrollment from the bubble sheet.

Printing Gateway to Data (G2D) Rosters for Test Chairpersons

Test Chairpersons should sign-in to the Gateway to Data (G2D) platform with their appropriate credentials.



Click the Assessment link on the dashboard.

Navigate to the **District Assessment** tile. Locate the Interim Assessment Test that you want to print bubble sheets, such as Fall (Winter) 2014 IA –Example -Grade 3 ELA as shown in the screen shot below.

| Miami-Dade County F | powered by 🔟 thinkga Home Account Help Log (| |
|---|---|---|
| | 1 | |
| District Assessments | Classroom Assessments | Items |
| ۲•3 ۲•3 | 5-3 | I 10 |
| P3 - LA - Term - Status - | Grade 🔹 Subject 👻 Term 🔹 Status 💌 | Counts as of: 10/6/2014 |
| 03LARea-INT2 Fall 2014 IA - Grade 3 ELA | 06SCSci-TEST1 Heat Transfer Assessment | and the second se |
| 57 Items 🔿 | 25 Items 25 Items 25 Items | District (5104) |
| 03LARea-EXAM1 tryit with Lucy | 9 12LAW-QUIZ1 Homecoming 2014 | IBTP (33647) |
| 0 Items 🇈 | Court Ballot | NWEA (78767) |
| Last Edited: 9/4/2014 | 0 Items 📝 🎝 | Personal (60) |
| 03LARea-EXAM4 tryit with Lucy | Last Edited: 10/13/2014 | Teachers (All) (192) |
| 0 Items Last Edited: 9/4/2014 | A a a | 0 15,000 30,000 45,000 60,000 75,000 |
| P Test Events Scheduler Add New | P Test Events O Add New | Summary Rigor Dist. ③ Add New |
| Images | Addendums | Rubrics |
| 8 | 8 | × |
| | Teacher (12) | |
| Personal (10) | District (1710) | Personal (3) |
| | 0 200 600 900 1,200 1,500 | |
| Teacher (53) | | Teacher (4) |
| District (641) | IBTP (4219) | District (47) |
| | NWEA (1145) | |
| 0 120 240 360 480 600 | 1.600 2.200 2.800 3.400 4.000 | 2 10 18 26 34 42 |
| | | |

Click the **Administration** icon (picture **resembles a spaceship)** that is listed under the name of the test.

| District Assessments | |
|---|---------------------|
| 23 | |
| Grade ▼ Subject ▼ Term ▼ Status ▼ | |
| | |
| 08SCSci-INT1 Fall2013 IA-Grade8Science | |
| O3LARea-INT1 Fall2013 IA-Grade3Reading | Administration Icon |
| 03MAMat-INT1 Fall2013 IA-Grade3Math - P Test Events Scheduler Add New | |

All teachers assigned to the selected test will be listed.

To search or filter for an individual teacher, click the **Teacher** button and type the last name.

Click the **Update Results** button.

| Update Results Clear TestID: Course: | Bub | Le To Le Losable Subble Enable Disable Sheets Online Online Results Found: 672 | | | | | |
|--|-----|--|--|--------------------------|-----------------|------------|--|
| School Type: | | | Assessment | Class | Teacher | Test ID | |
| School: | 2 | | <u>03LARea-INT1 - Fall2013 IA-</u> <u>Grade3Reading</u> | 4681.03.LA.ESOL.2.Y | Andrews, Stan | 6239321121 | |
| Section: | | • | 03LARea-INT1 - Fall2013 IA- Grade3Reading | 4681.03.LA.ESOL.2.Y | Birch, Susan | 6239331121 | |
| Block: | 63 | • | <u>03LARea-INT1 - Fall2013 IA-</u> <u>Grade3Reading</u> | 4681.03.LA.LanArtRdE.3.Y | Carson, Lilly | 672084121 | |
| | • | 4 | <u>03LARea-INT1 - Fall2013 IA-</u> <u>Grade3Reading</u> | 4681.03.LA.LanArtRdE.3.Y | Castillo, Maria | 671938121 | |
| | | | 03LARea-INT1 - Fall2013 IA- Grade3Reading | 4681.03.LA.LangArts.1.Y | Davis, Delores | 671934121 | |
| 7 | | 9 | <u>03LARea-INT1 - Fall2013 IA-</u> <u>Grade3Reading</u> | 4681.03.LA.LangArts.1.Y | Easton, Ellis | 672099121 | |
| | | • | <u>03LARea-INT1 - Fall2013 IA-</u> <u>Grade3Reading</u> | 0071.03.LA.ESOL.2.Y | Fiestein, Asos | 6230957121 | |
| | 2 | | 03LARea-INT1 - Fall2013 IA- Grade3Reading | 0071.03.LA.LanArtRdE.3.Y | Fiestein, Asos | 6214089121 | |
| | | | | | | | |

To begin to print the Roster form of the bubble sheet for any of the teachers listed (for roster verification and distribution), click the radio button in the first column.

Note the selected teachers' roster information highlights in green and the Bubble Sheets icon become activated.

Click the **Bubble Sheets** icon.

| Assessment Assignments: 0 Update Results Clear TestID: | 3LARea-INT1 - Fall2013 IA-Grade3Reading | × |
|---|---|---------------------|
| Course: | Sheets Online Online Records selected: 3 | Results Found: 6726 |
| School: | Assessment Print Assessment Bubble Sheets x er | Test ID |
| Teacher: | Image: Constraint of the second se | 6239321121 |
| Section: | Image: Object of the second | 6239331121 |
| Semester: | Cancel Print , Maria M | 672084121 |

Select **Roster Form** from the Print Assessment Bubble Sheets

Click the **Print** button.

The Roster form for all of the teachers selected will appear. These rosters can be used for roster verification and to print copies for each student.

Preparing for Paper- Pencil Testing Administration

Appropriate Grade Level Bubble Sheets

To ensure valid and reliable test results, it is important that the bubble sheets are printed based on the students' appropriate grade levels listed in ISIS. If a teacher has various grade levels in a course or class, bubble sheets for a particular assessment should be printed for each of the grade levels that reside in that course or class.

Teachers need to verify that the students listed on the bubble sheet are in the grade level printed at the top of the bubble sheet.

Please make sure to verify the test form name and number of items on the test to make sure that the bubble sheet and test booklet match.

Directions for Administering Paper/Pencil Test

- Distribute test booklets, answer sheets, pencils, mathematics reference sheets, science periodic tables, and calculators (if needed). The test booklets and answer sheets should be distributed directly to each student instead of passing the materials out by row.
- Direct students to scan the test booklet to be sure that there are no missing pages and that there is a "STOP" sign in the bottom right corner on the last page. (Note: some test forms may contain items that depict a stop sign, and these should not be confused with the symbol for the end of the test.)
- Direct students to write their first and last names on the cover of the test booklet and bubble their name on the answer sheet (if using the roster form) and write their name (if using the blank form).
- When testing is completed, each student should place his/her answer sheet and, if appropriate, reference sheet or periodic table on top of the closed test booklet.
- Collect testing materials individually from each student, verify that all answers have been completely filled in.

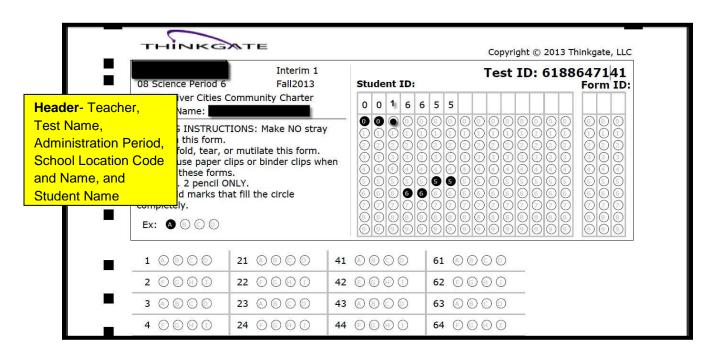
Types of Bubble Sheets

Gateway to Data (G2D) offers three types of bubble sheets, a student form, roster form, and blank form. The student form contains the student's M-DCPS seven-digit student identification number and name pre-bubbled at the top of the bubble sheet. The roster form includes a class list of all students. Schools need to make enough copies for distributing one to each student. Each student receiving the roster form version would need to bubble the circle next to their name. The blank form should be used for new students or those not enrolled in Gateway to Data (G2D) at that time. Examples are provided below:

Student Form

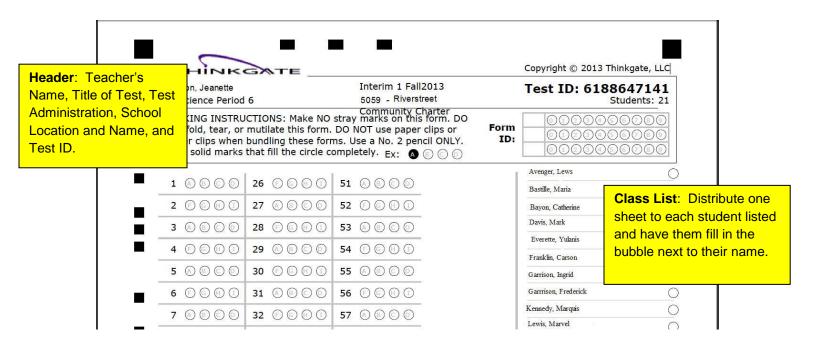
The Student Form bubble sheet prints out in PDF format with a first page header sheet that contains teacher name, period, administration period, school name and location code, test ID, and a list of all students.

Scrolling to page 2 of the PDF starts the first individual student bubble sheet for the first student on the list followed by the other students. The student ID is pre-bubbled for each student. A Form ID is not needed.



Roster Form

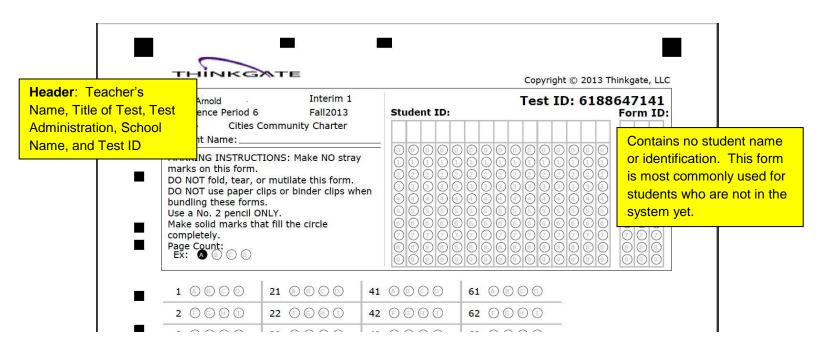
The Roster Form is a one page bubble sheet that contains all students. A high-quality copier should be used to make additional copies from this one sheet, providing a copy to each student. Students will need to fill in the bubble next to their name on the bubble sheet provided to them.



Blank Form

The Blank Form should be retrieved by class or period and then additional copies should be made for each student. Students will need to write in and bubble their 7-digit MDCPS student ID number. All seven digits must be bubbled on the blank answer form. If a student's ID number is 0023456, the zeros must be placed on the gridded area from left to right. A Form ID is not needed.

Please note that this form should not be used as a generic form.



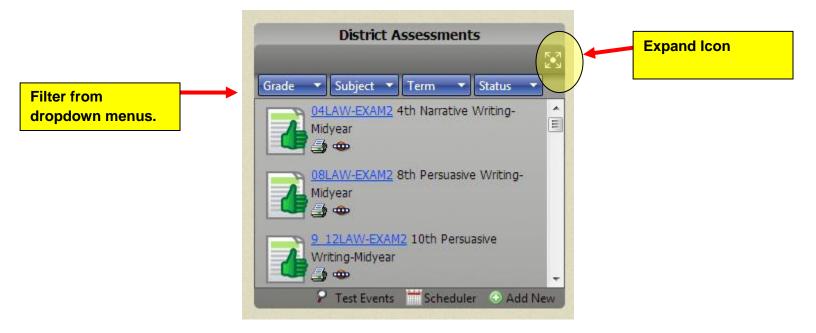
Directions for Printing Bubble Sheets

To print bubble sheets for an assessment, follow the directions below.

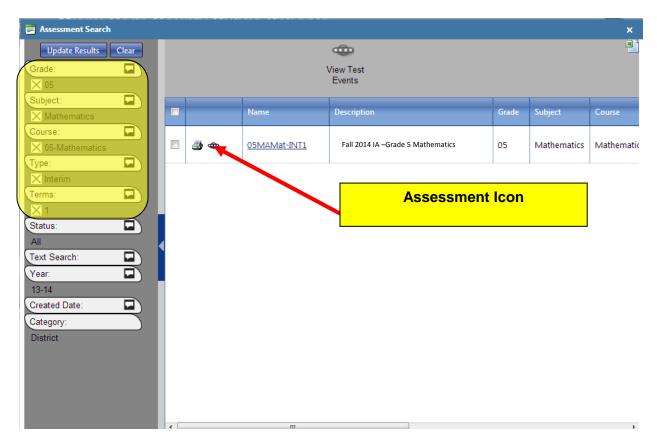
1. Select the Assessment main menu option.



1. Click the **Expand** icon on the District Assessments tile. Select the **Grade**, **Subject**, **and Course**.



2. Filter the dropdowns for the **Grade**, **Subject**, **Course**, **Type** (Interim), **Terms** (1-Fall, 2-Winter).



- 3. Click Update Results button.
- Click the Administration icon next to the first assessment listed (To print bubble sheets for more than one assessment, click the checkbox next to each and click the View Test Events icon.) The Assessment Assignments for each teacher display.

NOTE: Teachers administering the same assessment have different Test IDs so they cannot share bubble sheets.

 To print bubble sheets for multiple classes at once, click the checkboxes for the desired Assessment Assignments and click the **Bubble Sheets** icon.
 IMPORTANT! Be sure to print bubble sheets for the class in which the assessment is being administered.

Click the **Bubble Sheets** icon.

- 6. Select the desired form.
 - Roster form
 - Student form
 - Blank form
- 7. Select the **Print** button.

Note: When printing a bubble sheet, it **must be saved to your computer** and not printed directly from your web browser. When printing from the copy saved to your computer, be certain to set **Page Scaling** to **None**. When making copies of the bubble sheet on the copy machine, be certain to set the **copier scaling to 100%**.

Scanning Gateway to Data (G2D) Answer Sheets

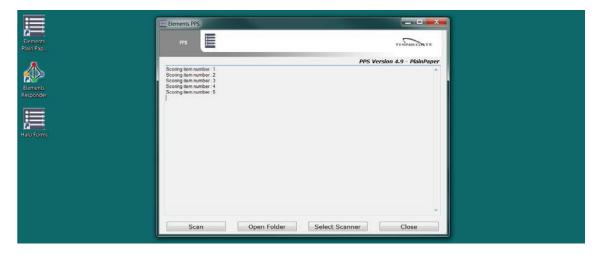
Scanning Software

Prior to scanning answer sheets the Plain Paper Scanning Software must be installed on the scanner that will be utilized for scanning students' answer sheets. The microsystem technician should be consulted to assist with the installation process.

Scanning Answer Sheets

After tests have been administered, the school-site person(s) designated to operate Gateway to Data (G2D) should begin to scan the bubble sheets. After scanning a batch of bubble sheets, it is suggested that you view the "Scanning Status" feature and resolve any errors. This process will ensure that all students are accounted for when reports are compiled for review by school-site educators, regional center, and district staff. *Please be sure to keep <u>all</u> scanned bubble sheets until the end of the school year.*

The scanning software creates a comma separated values (.csv) file for every scan job. The .csv file, when opened in Excel, can provide more detailed information about the individual scan jobs. Details such as a response not read and multiple marks for an item can be gleaned from viewing the .csv file. (see examples below)



Click the Open Folder Button.

A .csv file is displayed.

| | А | В | С | D | E | F | G | Н | 1 | J |
|----|-------|------------|------|------------|--------------------------|------------|----------|--------|--------|--------|
| 1 | PPSV4 | 000003553 | 4704 | *** | 124124443 | 323331114 | 11****** | ***** | ****** | ***** |
| 2 | PPSV4 | 000002959 | 4704 | *** | 33313*433 | 3234*1313 | 11****** | ****** | ****** | ****** |
| 3 | PPSV4 | 000002978 | 4704 | *** | 223124443 | 323332214 | 12****** | ****** | ****** | ***** |
| 4 | PPSV4 | 000002969 | 4704 | *** | #43322312 | 212412432 | 14****** | ****** | ****** | ****** |
| 5 | PPSV4 | 000002166 | 4704 | *** | 223124443 | 3233332143 | 33****** | ****** | ****** | ***** |
| 6 | | ▲ | | 1 | ▲ | | | | | |
| 7 | | | | • | L | | | | | |
| 8 | | Student ID | | rm mber | Answer St | ring: | | | | |
| 9 | | | | Innber | 1 represer | | | | | |
| 10 | | | | | 2 represer 3 represer | | | | | |
| 11 | | | | | 15 Tepreser | iis C | | | | = |
| 12 | | | | | 1 | | | | | |
| 13 | | | | | | | | | | |

An asterisk * in the answer string indicates that the bubble was left blank.

Notice the answers on line two have two asterisks (33313*433234*131311) between the numbers. This informs the user that the answer to number six on the bubble sheet was not scanned. The user can then examine the second bubble sheet scanned and distinguish whether the student did not answer the item or if the bubble was not filled in correctly.

A # sign in the answer string indicates that there are multiple marks for an item. In the example above, for number one on the fourth form scanned (#43322312), the student either changed their answer and did not erase the bubble well enough or they chose two answers. To correct this, the user can examine the fourth sheet scanned. If the user chooses to rescan the form, white correction tape works well to cover the incorrect bubble. Contact Student Assessment Gateway to clear the responses for the student(s).

NOTE: It has also been found that reviewing the Distractor Analysis can assist the teacher and/or test chairperson in realizing that answers may not have been scanned properly. The reporting of excessive "0%" may signify that the answer was not picked up in scanning because it was not bubbled dark enough, more than one answer was chosen, or it was left blank.

Rescanning /Rescoring

The Office of Student Assessment and Educational Testing must be contacted if scores need to be reset due to errors. The Test Chairperson should compose an email to their school administrator stating the reason(s) for the resetting of a test score(s). The principal should then contact Felicia Mallory at <u>FMallory@dadeschools.net</u> or <u>CollinsD@dadeschools.net</u> with their request.

Note, that on a classroom created assessment, scores can be reset by the following the directions posted in Gateway to Data (G2D)'s Reference Center titled, *Reset Scores.*

Preparing CBT Administration in Gateway to Data (G2D)

Computer Preparations

All computer workstations to be used for testing must meet the minimum specifications indicated below on Gateway to Data (G2D)'s Technical Considerations document. Please check with your technology coordinator or computer technician to verify that your workstations meet noted specifications. Click on the link below to retrieve the document.

Thinkgate Technical Considerations Document

Browser for Student Testing

The Firefox browser should be installed and utilized during student testing. Specific guidelines need to be followed for installing the Firefox browser on student workstations. Please refer to the Gateway to Data (G2D) Technical Considerations Document and request assistance from your school's computer technician.

Disabling Browser's Pop-up Blockers

Prior to testing, the pop-up blocker feature should be disabled on each workstation to avoid any distractions to students while testing. Please consult with your designated school site computer technician for specific instructions on disabling pop-up blockers for the browser that is currently installed on your workstations.

Creating Shortcut to Gateway to Data (G2D) Student Testing Website

A shortcut is an icon that points to a program or data file. Shortcuts can be placed on the desktop or stored in other folders for easier access to a website. Double clicking a shortcut is the same as double clicking the original file. Creating a shortcut directly to the Gateway to Data (G2D) student website eliminates students typing in the URL, which lessens errors with entry. Please contact the designated site computer technician to assist in creating this shortcut icon on all student work stations.

Lockdown Browser feature

During any computer-based testing session the browser automatically locks down the testing environment as a means of an added level of security. Students are locked into the online test being administered, which prevents them from accessing other applications during testing. Students will not be able to open a new browser, view notes, open email, or send instant messages during testing.

During testing if a student attempts to open any other application, a new tab, or window they will immediately be locked out of all windows. A message will display that tells them they are locked out and will need an administrator to unlock their screen. The test administrator would need to access the Assessment Administration window, select that student's name and hit "continue" in order for the student to complete the testing session.

Preparing for Online Testing

Access the Assessment link, then navigate to the District's Assessments tile.

Click the Administration icon \clubsuit that appears under the name of the test that is to be selected for online delivery.



The Assessment Assignment screen appears. Note that all of the teachers listed are assigned to the selected test. This screen contains the Class, Teacher, and Test ID. Additionally, an Excel file can be downloaded with all of the teachers and Test IDs.

Excel File ts: 9_12LA10R-INT1 - Fall 13 IA-Grade 10 Reading E Update R Clear Ш TestID Bubble Disable Results Found: 6319 Sheets Online Online Course Records selected: 1 School Type Class Teacher Test ID School: 9 12LA10R-INT1 - Fall 13 IA-Grade 10 Reading 7121.9 12.LA.APEngLG.6.Y Gomez, Jackie 6149323140 Teacher . Section 9 12LA10R-INT1 - Fall 13 IA-Period: 7601.9 12.LA.Creative.5.F Lewis, Ray Ann 164068140 Grade 10 Reading Block: 9 12LA10R-INT1 - Fall 13 IA-Grade 10 Reading Semester -7601.9 12.LA.Creative.5.S Lewis, Ray Ann 6164329140 9 12LA10R-INT1 - Fall 13 IA-Morris, Kincaid 6164288140 -7601.9 12.LA.Creative.7.F Grade 10 Reading **Test ID Filter Options** 9 12LA10R-INT1 - Fall 13 IA--7601.9 12.LA.Creative.7.S Morris, Catherine 6164088140 Grade 10 Reading 9 12LA10R-INT1 - Fall 13 IA-Grade 10 Reading -7601.9 12.LA.HEng2.6.Y Namath, Joseph 6164501140 9 12LA10R-INT1 - Fall 13 IA-6168365140 7741.9 12.LA.English2.4.Y Peters, Sal Grade 10 Reading 9 12LA10R-INT1 - Fall 13 IA-Grade 10 Reading -7741.9 12.LA.Intensive.1.Y 8255140 Sinclair, Petra

Note the filter options available for drilling down to a class.

A Roster Form bubble sheet can be printed for each teacher who is scheduled for computer-based testing. This roster form contains the students' name and Test ID and can be an efficient way of providing the classroom teacher with the information needed to get started with computer-based testing.

The Test ID should be provided to each teacher along with the student ID number. The Test ID is needed to access the student testing portal.

Enabling and Disabling an Online Test

Click the square radio button of all the classes that you want to assign for online test administration. Note that the "**Enabled**" button turns green. The "**Enabled**" feature must be activated for all classes in order for students to sign in the Gateway to Data (G2D) testing platform.

Click the **Enabled Online** icon to activate all classes for online testing.

The **Disabled Online** icon should only be selected if you have enabled classes to test and due to unforeseen circumstances such as a fire drill, lunch, or two-day testing period. If, a two-day testing administration is decided then it would be appropriate to disable the class(es) to eliminate students going home and signing into the Gateway to Data (G2D) testing platform website to complete testing.

| Update Results Clear tID: | DEGO | ble eets | Enable Disable Online Online | | | Results Found: 6 |
|------------------------------|------|-------------|--|----------------------------|-------------------|------------------|
| nool Type: | | | Assessment | Class | Teacher | Test ID |
| nool: | | | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7121.9 12.LA.APEngLG.6.Y | Gomez, Jackie | 6149323140 |
| iod: | | V. | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7601.9 12.LA.Creative.5.F | Lewis, Ray Ann | 6164068140 |
| nester: | | - | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7601.9 12.LA.Creative.5.S | Lewis, Ray Ann | 6164329140 |
| | • | | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7601.9 12.LA.Creative.7.F | Morris, Kincaid | 6164288140 |
| | | B | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7601.9 12.LA.Creative.7.S | Morris, Catherine | 6164088140 |
| | | • | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7601.9 12.LA.HEng2.6.Y | Namath, Joseph | 6164501140 |
| | | | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7741.9 12.LA.English2.4.Y | Peters, Sal | 6168365140 |
| | | | 9 12LA10R-INT1 - Fall 13 IA- Grade 10 Reading | 7741.9 12.LA.Intensive.1.Y | Sinclair, Petra | 6168255140 |

Click the **Administration icon** to access the **Assessment Administration** screen for any of the classes to view students testing progress. Note that you can only view one Assessment Administration at a time.

Monitoring Students Status Online

The **Assessment Administration** screen interface allows you to monitor students while they are online testing. The assessment name, teacher name test description, and test ID appears on the screen.

The **Assessment** icon enables you to print the actual test and answer key.

The **Bubble Sheets** icon allows you to print bubble sheets in Roster or Blank form for the group of students appearing on the screen only.

The **Enabled** icon should be green in order for students to test. If this icon is not green simply click the top square radio button next to student name to highlight all students then click the **Enabled** icon.

The **Continue** icon allows you to click the radio button of any student(s) that were abruptly signed out of the system during testing or who accidently signed out by clicking

the X on the right hand side of the student testing screen. Students are unable to be continued in a testing session if they submit their test for scoring. A final score will appear on the Assessment Administration screen.

The **Suspend** icon enables you to disable specific students or the entire class. (due to illness, lunch break, or two-day testing administration)

| ach st II | D. | Villiams, Shelby 451237890 |) | Content W Print Wind | | Enabled Enabled | . | 3 6 | |
|--------------|-----------------------|-------------------------------|-------|-------------------------|------------------|--------------------|----------|-------------|-----|
| Ass | essment Bubble Sheets | 12222 | | | | | | ntinue Susp | end |
| | <u>Fernandez</u> | 00048 | 101 | Completed | 10/30/13 8:40AM | 10/30/13 10:55AM | 02:15:00 | 73.58% | - 1 |
| 1 | Gainey. | 20.0210.01 | 101 | Completed | 10/30/13 8:39AM | 10/30/13 10:52AM | 02:13:00 | 58.49% | |
| 0 | <u>Granados</u> | 00002 | 101 | Completed | 11/15/13 1:07PM | 11/15/13 1:07PM | 00:00:00 | 71.70% | |
| 0 | Larralde, | 0007 . | 101 | Completed | 10/29/13 8:45AM | 10/29/13 10:03AM | 01:18:00 | 37.74% | |
| <u></u> | Lopez, | 28 | 101 | Completed | 10/29/13 11:30AM | 10/29/131:14PM | 01:44:00 | 56.60% | |
| P | Maldonad | 0594 | | - | | | | | _ |
| <u></u> | Matos, | 069 | 101 | Completed | 10/29/13 11:31AM | 10/29/131:01PM | 01:30:00 | 64.15% | |
| P | Ordonez. | 015 | 101 | Completed | 10/29/13 8:45AM | 10/29/13 9:57AM | 01:12:00 | 33.96% | |
| 的 | <u>Pereda</u> | 39890 | 101 | Completed | 10/29/13 8:51AM | 10/29/13 10:11AM | 01:20:00 | 28.30% | |
| e | Pino, | 0123 | 101 | Completed | 10/30/13 8:36AM | 10/30/13 10:10AM | 01:34:00 | 56.60% | |
| 0 | Rivalta | 7638 | | | | | | | |
| 問 | Rodriguez. | 254 | 101 | Completed | 10/31/13 11:15AM | 10/31/13 11:15AM | 00:00:00 | 22.64% | |
| e | Sanders, | 0004 | 101 | Completed | 10/29/13 11:36AM | 10/29/13 12:56PM | 01:20:00 | 49.06% | |
| 同 | Smith, | 1 | 101 | Completed | 10/29/13 11:31AM | 10/29/13 1:17PM | 01:46:00 | 33.96% | |
| 1 | Socarras, | 01288 | 101 | Completed | 10/29/13 8:50AM | 10/29/13 11:02AM | 02:12:00 | 49.06% | |
| 的 | Teran. | 0640. | 101 | Completed | 10/30/13 8:36AM | 10/30/13 9:45AM | 01:09:00 | 52.83% | |
| 問 | Thomas, | 0196 | 101 | Completed | 10/30/13 8:36AM | 10/30/13 10:13AM | 01:37:00 | 62.26% | |
| 卽 | Valle, | 911 | 101 | Commissed | 10/30/13 8:36AM | 10/30/13 10:18AM | 01:42:00 | 62.26% | |
| 問 | Velasquez, | 0007 | 101 | In Process | 10/30/13 8:39AM | | | | |
| e | Vicks, | 96487 | 101 | Completed | 10/29/13 11:27AM | 10/29/13 1:16PM | 01:49:00 | 41.51% | |
| 1 | Wong | 0004 | . 101 | Completed | 10/30/13 8:36AM | 10/30/13 10:25AM | 01:49:00 | 58,49% | |

The Status column should be carefully monitored to ensure that students have **Completed** the entire testing session. A blank status indicates that the student has never signed in to the testing session. An **In Process** status denotes that the student is currently online testing or have clicked out of the assessment without submitting their answers for scoring. If the latter is the case, click the square radio button and click the Continue icon to restart the student. The student can sign in and complete the testing session.

During testing a starting and ending time is recorded resulting in total time tested. Also, once students submit their test from the student administration screen in Gateway to Data (G2D) a final test score appears.

The Assessment Administration screen must be refreshed periodically to capture students live scores during testing.

Students Sign-in Process to Gateway to Data (G2D) Testing Platform

Students should be directed to sign on to <u>http://assessment.thinkgate.net/FLMiamiDade</u>. A Test ID and Student ID is needed to access the site. Students should have both credentials prior to testing.

| 迈 thinkgate utocking intelligent decisions | Online Testing Portal |
|---|---|
| | Test ID |
| | Student ID |
| | Start |
| | © 2013 - Thinlights Online Testing Portal - 3.0.115 |
| | |
| | |
| | |
| | 4 |
| | |
| | |

Computer-Based Testing Administration Script for Teachers

Today you will be taking the Interim Assessment test on the computer. To access the test you will need a **Test ID** and **Student ID**.

[If students need a calculator, reference sheet, or scrap paper please provide at this time. These tools are not available at this time in the Gateway to Data (G2D) platform]

Direct student to type in the URL in the address bar:

Click on the Mozilla Firefox icon on your desktop.

[Write the URL on board <u>http://assessment.thinkgate.net/FLMiamiDade</u> on the board in the front of the room.]

[Direct students to typing in the URL into their address bar.]

On the toolbar at the top of the screen, type the Internet web address that I have written on the board.

or

[If a shortcut has been created direct students to click on the icon on the desktop named Login Thinkgate or the name of the icon on their desktop.]



[Once students have navigated to the student login page for Thinkgate their screen should resemble the one below.]

| 适 thinkgate unterlag intelligent decisions | Online Testing Portal |
|---|---|
| | Test ID |
| | Student ID |
| | |
| | Start |
| | © 2013 - Thinkgate Online Texting Portal - 3.0.1.15 |
| | |
| | |
| | 6 |
| | |
| | |

The screen should be titled **Online Testing Portal** and in the left corner of the screen you should see a logo with the name **Thinkgate**.

Raise your hand if you are not on the page I described or if you are having difficulty. [*Walk around to ensure that students are on the correct page*]

[Provide students with their M-DCPS 7-digit student identification number and their Test ID]

In order to start you will need your 7-digit student identification number and the Test Identification number that was provided to you.

Carefully type in the Test Identification number under the box titled, **Test ID**. [*This number that you obtained from the Assessment Assignment page for each teacher and class or if you retrieved it from the answer sheet*]

Next click your mouse in the box titled, Student ID. Type in your 7-digit **Student ID**. [*This is M-DCPS 7-digit student identification number*]

Click the Start button.

[The welcome screen should appear]

The testing screen should now say **Welcome** and your name should appear.

| Welcome, Emile Brooks Please read carefully before starting the test. • Test will lock if you leave the window. • Test will lock if you pave the window. • Test will lock if you pave the window. • Test will lock if you pave the window. • Test will lock if you pave the window. • Test will lock if you pave the window. • You may skip an item another application. • You may skip an item and return to it later. Click Start to begin taking the test. Start |
|---|
| Test will lock if you leave the window. Test will lock if you open another application. You may skip an item and return to it later. Click Start to begin taking the test. |
| |
| Cancel © 2013 - Thinkgate Online Testing Portal - 3.0.115 |

Please read silently as I read aloud:

Please read carefully before starting the test.

The test will lock if you leave the window and try to access the Internet at any time during the test.

The test will lock if you try to open another software program while you are taking the test. [Stress to students that they are not to access any other program on the computer.]

If you don't know an answer you can skip the question and return to it later by flagging the item. To flag an item simply click on the number of the item and the number icon should turn red.

Click Start to begin taking the test.

[Read the following directions to the students.]

Read each item and then with your mouse select the best answer response or choice by clicking in the circle of the answer. If you decide to change an answer simply click in the circle that you want to select and it will automatically deselect (or unselect) the previous answer choice.

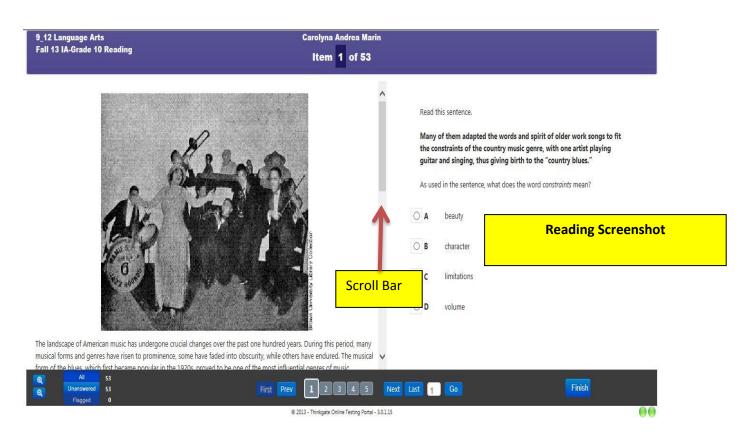
Click Continue.

Look at the blue heading bar at the top of the screen. In the left corner it should have your correct grade level and name of the test.

In the middle of the bar your first and last name should appear.

Number 1 should be highlighted. This indicates that you are on question 1.

| 5 Mathematics | Emile Brooks | |
|--|--|---|
| all2013 IA-Grade5Math | Item 1 of 34 | |
| | | |
| When Coach Orozco opened the badminton sets he purchased. | purchased, he found he had 48 badminton racquets. Each badminton set had 4 racquets. In the equation b | pelow, b represents the number of badminton sets he |
| purchased. | | |
| | 4b = 48 | |
| How many badminton sets did Coach Orozco purch | ase? | |
| O A 12 | | |
| | | Math Screenshot |
| O B 44 | | |
| O C 52 | | |
| | | |
| O D 192 | | |
| | | |
| | | |
| | | |
| All 34 Unanswered 34 | First Prev 12345 Next Last 1 Go | Finish |
| Flagged 0 | 2013 - Thinkaste Online Testing Portal - 3.0.1.15 | |



[If you are administering the reading assessment direct student to the scroll bar in the middle of the screen. In order to navigate through the story they would need to move the scroll bar down to advance or up to reread a section].

Look at the black navigational bar at bottom of the screen.





On the bottom left hand side you see two magnifying glasses. These are for **Zooming In** and **Zooming Out** to enlarge the screen.

Move over to the status area, which shows **AII**, **Unanswered**, and **Flagged**. The **AII** shows the total number of questions. The **Unanswered** shows the number of questions you have left or that you have not answered. The **Flagged** items show the number of items that you **Flagged** to return to because either you wasn't sure of the answer or you wanted to review it again before answering it. Click on the number of the item, once the number turns red, the item becomes flagged. The navigational bar at the bottom of the screen allows you to move between screens. The numbers indicate the number of the item. You can click the numbers to move to the next item or to move back to an item.

Also, you can use the First, Prev, Next, Last, and Go to navigate through the screens.

| First | The First button takes you back to the first item in the test. |
|--------|--|
| Prev | The Prev button takes you back to the item that you did previously. |
| Next | The Next button allows you to move to the next item. |
| Last | The Last button allows you to move to the last item in the test. |
| 1 | The white box at the bottom with the number 1 in it allows you type in the number of the test question and then click Go . This will take you directly to that test question. |
| Finish | The Finish button should only be selected once you have completed answering all of the questions. This submits all of your answers for scoring. Do not click on the Finish button until you have completed the test, checked all your answers, and make sure there are no blank or flagged items by reviewing the navigation bar at the bottom. |

During the test if you need to use the restroom, please raise your hand and I will come to you. Please do not get out of your seat during the testing session.

When you have completed the last question of the testing session, go back and review your answers, then click the "**Finish**" test button.

If you decide that you want to review your answers, click the "**Back**" button or jump to specific questions by using the "**Previous**" button, click the item numbers shown, or by typing the item number in the box and selecting "**Go**".

Now you can begin the test. If you need help, please raise your hand and I will come to you.

Note to Test Administrator:

You should see two green lights et at the lower right hand of the computer screen. This means the program and internet are working correctly. If they turn red, you should "suspend" testing until the system is restored.

If a student needs to use the restroom, or to provide a break, either turn off the computer monitor and turn it back on when they return, or if the session is being monitored, you may "Suspend" the student's session and "Continue" when they return.

If a student becomes ill, or the test is to be administered over two days, suspend the session and resume it the next day.

When a session is resumed, the student will begin using the same Test ID and his/her student ID number.

Monitoring Students Test Status

Teachers or Test Administrators can monitor their classes through the **Assessment Administration** screen to determine if they have completed the assessment being administered. Follow the steps below for monitoring students.

- Login onto Gateway to Data (G2D) with your username (employee ID) and password.
- Click the Assessment link located on the top left side of the screen.
- Locate the **District Assessments** tile and scroll to the test that students are currently taking.
- Click the **Administration** Icon (spaceship looking graphic) under the name of the test.

This takes you to the **Assessment Assignments** screen.

| Course: | Shee | ets | Online Online | | | Results Found |
|----------------|------|-----|---|------------------------------------|-----------------|---------------|
| School Type: | | | Assessment | Class | Teacher | Test ID |
| School: | | 8 | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- | Johnson, Susan | 01234567 |
| Teacher: | | | GradeSMath | TEM'WWY | | 0125450 |
| Section: | | - | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- | Johnson, Susan | 01234567 |
| Period: | | | GradeSMath | 105.MA.Mat | | |
| Block: | | | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- .05.MA.Mat | Johnson, Susan | 01234567 |
| | | 8 | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- .05.MA.Mat | Johnson, Susan | 01234567 |
| | | | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- .05.MA.Mat | Johnson, Susan | 01234567 |
| | | | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- .05.MA.Mat | Johnson, Susan | 0123456 |
| | | | 05MAMat-INT1 - Fall2013 IA- Grade5Math | FRANK C. MARTIN.05.MA.MathGrad | Wilson, Felicia | 01234567 |
| istration Icon | | | 05MAMat-INT1 - Fall2013 IA- Grade5Math | NORMAN EDELCUP/SI K- .05.MA.Mat | Lee, Leon | 01234567 |

- Click on the Administration icon for the class you want to monitor.
- The Assessment Administration screen appears.

| escri each est II | | 05M-Mat-INT1 Fall2013 IA-Grade5Math Lisa Wilson 9876543210 | eset Manual | Scheduling Security S Content W Print Wind | tatus: indow: | Enabled Enabled Enabled | | abled Continue | C Suspend |
|-------------------------|------------------|---|----------------|---|------------------|-------------------------------|-----|----------------|--------------|
| | Student Name | Student ID | Login ID | Form # | Status | Start | End | Total Time | Score |
| | Allen, Lee | 1234567 | 1234567 | 201 | Continue | 10/17/13 2:12PM | | | 1 |
| | Anthony, Lee | 7654321 | 7654321 | | In Process | | | 1 | |
| | Blackwell, Larry | 0123456 | 123456 | | In Process | | | | |
| | Castro, Rose | 6543210 | 6543210 | | In Process | | | | 1 |
| | Delgado, Jaime | 000007 | 0000007 | | In Process | | | | |
| | Delgado, Susan | 2222222 | 2222222 | | Suspend | | | | |
| | Foreman, Harold | 3214567 | 3214567 | | Suspend | | | | |
| | | | | | | | | - | - |
| | | | | | 1 | | | | |
| | | | 1000 TO 100 TO | - | - | | | | |

- While students are taking the test the status column shows In Process.
- Once the students submit the assessment for scoring the **Status** column updates as **Completed** and a score is recorded.

| 2 4 4 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | | 05MAMat-INT1 Fall2013 IA-Grade5Math Morosco, Larissa L 697315126 | | | <u>Scheduling</u> Security Status: Content Window Print Window: | v: Ena | ibled ibled ibled | | C |
|---|----------------------|---|----------|--------|--|-----------------|-------------------------|-------------|--------|
| A554 | ssment Bubble Sheets | | Reset | Manual | Scans | | | Enabled Con | a a |
| | Student Name | Student ID | Login ID | Form # | Status | Start | End | Total Time | Score |
| | Allen, Lee | 1234567 | 1234567 | 201 | Completed | 10/23/13 8:05AM | 10/23/13 9:43AM | 01:38:00 | 97.06% |
| | Anthony, Lee | 7654321 | 7654321 | 201 | Completed | 10/23/13 8:05AM | 10/23/13 9:00AM | 00:55:00 | 91.18% |
| | Blackwell, Larry | 0123456 | 0123456 | 201 | Completed | 10/23/13 8:05AM | 10/23/13 8:51AM | 00:46:00 | 91.18% |
| | Castro, Rose | 6543210 | 6543210 | 201 | Completed | 10/23/13 8:06AM | 10/23/13 8:57AM | 00:51:00 | 97.06% |
| | Delgado, Jaime | 0000007 | 0000007 | 201 | Completed | 10/23/13 8:05AM | 10/23/13 8:57AM | 00:52:00 | 76.47% |
| | Delgado, Susan | 2222222 | 2222222 | 201 | Completed | 10/23/13 8:05AM | 10/23/13 8:45AM | 00:40:00 | 85.29% |
| | Foreman, Harold | 3214567 | 3214567 | 201 | Completed | 10/23/13 8:06AM | 10/23/13 8:44AM | 00:38:00 | 97.06% |
| | | | | | - | | | | |

There are additional icons on the Assessment Administration screen





Assessment – allows you to print the assessment (*this icon has been disabled by the district*)

Bubble Sheets - allows you to print bubble sheets

Enabled – in order to test the **Enabled** button must be activated. Ensure that under **Scheduling** that it says **Enabled** for **Security Status, Content Window and Print Window**



Continue – Click the box next to the students' name if you have suspended the test due the student becoming ill or the student logged out in error by clicking the X in the right hand corner of the screen. Note if the student clicks **Finish**, the test is submitted and scored.



Suspend

Suspend – Click the box next to the students' name if the students have not finished the test or if the test will be administered over 2 days. (*Suspending the test disables the student from going home and logging in to take the test*)



Refresh icon should be used to refresh the screen while monitoring students online activity. This allows you to see student scores in real time.

Interpreting Test Results for Instructional Purposes

The Interim Assessment tests are aligned to the District's pacing guides and should be used as classroom tools to monitor student progress and to target instruction. Careful examination and interpretation of the test results, in conjunction with other classroom projects, observations, activities, and tests can help reveal areas of relative strengths and weaknesses in student learning.

Teachers are encouraged to debrief the results of the mid-year tests with students and use individual test results to focus on the benchmark(s) on which a student needs further instruction. Schools are encouraged to allow teachers to use the test booklets to assist with debriefing. This review will assist teachers in targeting their instruction.

Interpreting Performance Levels in Gateway to Data (G2D)

During the baseline administration the default performance of 70% will be utilized. Performance levels for English Language Arts (ELA), Mathematics, Civics, and U.S. History will be established for the mid-year assessments in the 2015-2016 school year.

Gateway to Data (G2D)'s score reports contain three performance levels for analyzing data for ELA, mathematics, civics, and U.S. History. These performance levels are defined as satisfactory, limited, and insufficient progress. The chart below defines the criteria for each level.

| Performance Level | Description |
|-----------------------|--|
| Satisfactory Progress | This student demonstrated a satisfactory level of achievement on the content focus of the NGSSS/FS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive continued instruction on the challenging content and skills across the benchmarks designated for this grade level. |
| Limited Progress | This student demonstrated a limited level of achievement on the content focus of the NGSSS/FS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive targeted interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level. |
| Insufficient Progress | This student demonstrated an insufficient level of achievement on the content focus of the NGSSS/FS assessed during this instructional period. To attain high levels of achievement in this content area, the student must receive intensive interventions and remediation in the areas of concern, and continued instruction on the challenging content and skills across the benchmarks designated for this grade level. |

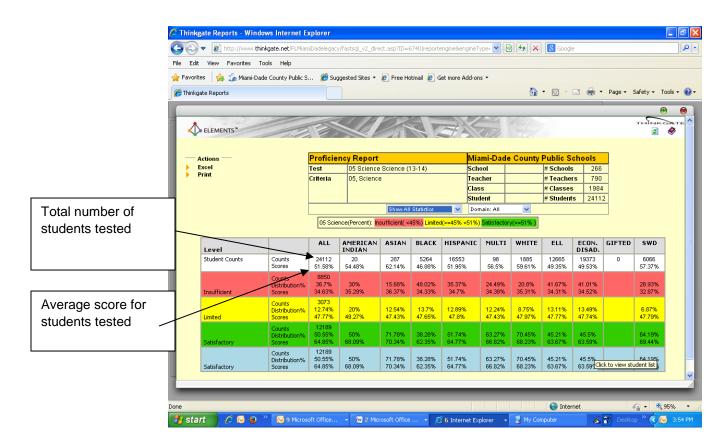
Retrieving Gateway to Data (G2D) Reports

Gateway to Data (G2D) has a variety of score reports available to assist with making well-informed instructional decisions. Gateway to Data (G2D) University and Gateway to Data (G2D)'s Reference Center contains tutorials, videos, and step-by-step handouts to assist with learning the functionalities of the platform.

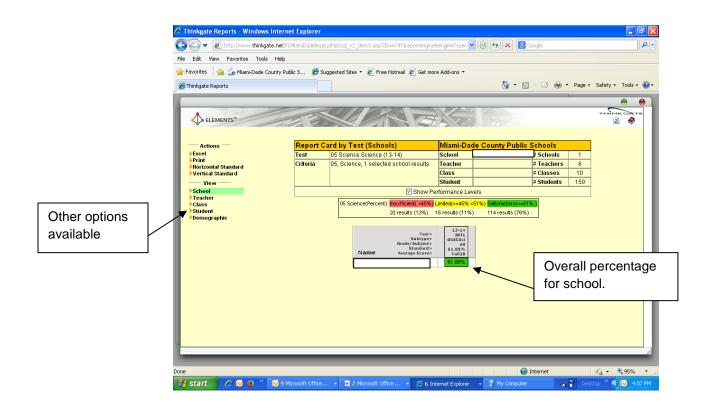
Gateway to Data (G2D) has a wealth of reports and while all are useful for analyzing data, some might be more helpful for specific individuals at the school site. For the purpose of the Interim Assessment tests, specific reports that should be valuable for the principal and teachers are highlighted below.

Reports for the Principal

Proficiency Report – provides the percentage satisfactory. It displays both proficiency rates and/or average scores.

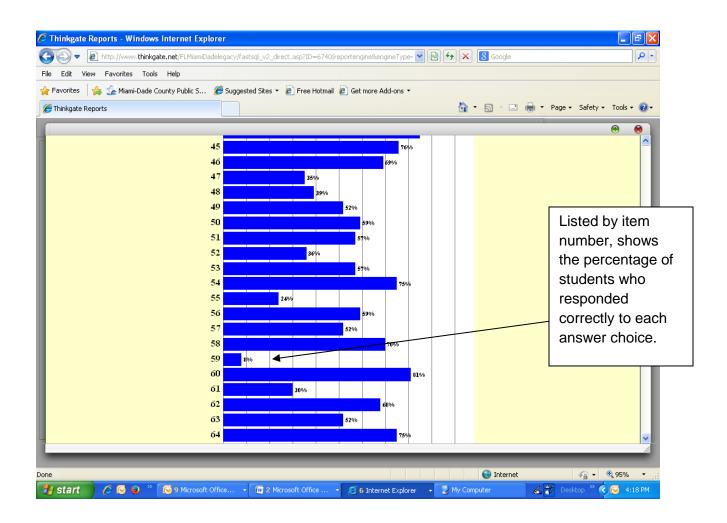


Count- total number of students tested in each level **Scores** – represent the average score of the students tested **Distribution** –indicates the percentage of the spread of scores from the mean or average Report Card by Tests (available through the Paper icon and Report Engine) provides the overall percentage scores for each assessment and teacher in the scope of the criteria selected. Other options for Report Card by Test include: School, Teacher, Class, Student, and Demographic.

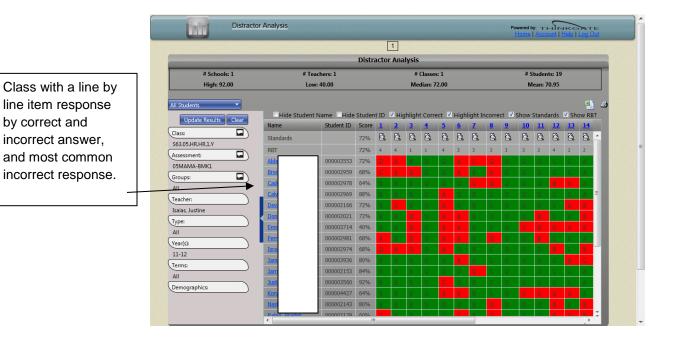


Reports for the Teacher

- Proficiency Report provides the percentage proficient. It displays both proficiency rates and/or average scores.
- Report Card by Standards provides the overall percentage scores for each standard and student in the scope of the criteria selected. Other options for Report Card by Standards include: Students, School, Teacher, Class, and Demographic.
- Item Analysis shows how a student, class, teacher, school, and district performed on each item on the assessment. This report can be the starting point to debriefing in the class.



- Standard Analysis shows each standard on the assessment and the percentage of correct responses to items associated to those standards. It allows teachers and administrators to identify which concepts students are struggling with.
- Distractor Analysis This report is available for the teacher and administrator through the Report Engine. It shows how every student in the scope of the criteria responded to every item on the assessment and whether or not their response was correct. A gray square displayed would indicate that the student skipped that question. This report is particularly helpful in determining which students need remediation in a particular area. It will also alert you to common misconceptions the class may have, useful for debriefing purposes.



46

Generating a Standards Report from the Report Engine

Miami-Dade County Public Schools
Profile | Planning | Assessment | Reporting 1 Advanced Reporting Assessment Results 2 Grade 👻 Subject 👻 Term 👻 Type -Extract Engine % Proficient Assessment Name Proficiency Portal Report Engine 08SCSci-INT1 Fall2013 IA-Gra... 48.92% \leq 9_12LA10RR-INT1 Fall 13 IA -... 39.79% 9_12MAAlgR-INT1 Fall 13 IA A... 51.18% 05SCSci-INT1 Fall2013 IA-Gra... 63.39% 9_12MAAlgR-INT1 Fall 13 IA A... 64.83% 9_12SCBio-INT1 Fall 13 IA-Bi... 69.15% 0755Civ-INT1 Fall 13 IA-Civics State District Classroom -1 46%

Click the Report Engine link from the Advanced Reporting Tile

| Report: Report Card By Test for schoo | ls |
|---------------------------------------|----|
| | |

| Customize Criteria | - | Layout | Report Card By Test for schools |
|--------------------|-----|--------|---------------------------------|
| Year | A11 | | |
| Course | A11 | | |
| Test | A11 | | |
| School | A11 | | |
| Teacher | A11 | Group | |
| Class | A11 | | |
| Student | A11 | | |
| Demographics | A11 | | |
| Group | | | |
| View Criteria | | | |
| Clear Criteria | | | |
| Actions | | | |
| Open Report | | | |
| Run report | | | |
| Report Builder | | | |
| New Report | | | |
| Design | | | |
| Clear Report | | | |
| Save Report | | | |
| Save Report As | | | |
| Report Publisher | | | |
| Find Reports | | | |

Under Customize Criteria, click and select the following

- Click **Year** Select 13-14 (example purposes only)
- Click Course
 - Grade Select dropdown and choose grade level
 - Subject Select content area, example Language Arts

 - Select All from Course and Subtype
 Curriculum Select grade and content test that you want to report

| | | Report: Rep | oort Card By Te | st for schools | |
|----------------------|----------|--------------|-----------------|---------------------|----------|
| · Customize Criteria | 17 | | Course | | |
| Year | A11 | Grade: | 03 💌 | | |
| Course | v | Subject: | Language Arts | • | |
| Test | A11 | Course: | All | • | |
| School | A11 | Subtype: | All | • | |
| Teacher | A11 | Curriculum | 1: 03 Reading | | |
| Class | A11 | | | | |
| Student | A11 | | | | |
| Demographics | A11 | | | | |
| Group | | | | | |
| View Criteria | | Action | ns | | _ |
| Clear Criteria | | | Selec | | |
| Actions | | | | /Subtype/Curriculum | 4 |
| Open Report | | All ava | ailable | | |
| Run report | | | | | |
| Report Builder | | | | | |
| | | | | | |
| New Report | | | | | |
| Design | | | | | |
| Clear Report | | | | | |
| Save Report | | | | | |
| Save Report A | s | | | | |
| Report Publisher | | / | | | |
| Eind Poporte | | | | | |
| | | | | | |
| lick the dowr | n arrow | \checkmark | located abov | e Actions to add | the sele |
| formation. | | | | | |

| | | Course | | | | |
|---|----------------|---------------|---------------------|--------------|---|---|
| | Grade: | 03 💌 | | | | |
| | Subject: | Language Arts | | • | | |
| | Course: | All | | • | | |
| | Subtype: | All | | • | | |
| 2 | | 1 03 Reading | \$ | V | | Note how the information that you selected appears under Actions. |
| | Action Grad | | lected se/Subtyp | e/Curriculum | K | |
| | 03 | Language Arts | All All | 03 Reading | | |
| | | | | | | |

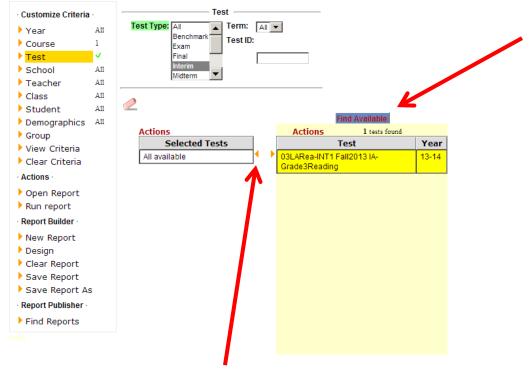
Click Test, under Test Type Select Interim

Click Find Available rectangle

Find Available

Select the Interim Test

Report: Report Card By Test for schools



Click the arrow under Selected Tests

Click **School** (if you want to drill down to teacher, class, and student you can continue with selections)

Under **Cluster** select the Region Center (if you have teacher access only your school will show under this option)

Click Find Available

Note all of the available schools. To select one school, click on the school and then the arrow under Selected Schools. Complete the same process if you want to select more than one school under the lists of schools until you have added all of them.

| | | Report: Report Card By T | est for schools |
|---------------------|-----|-------------------------------------|---------------------------------------|
| · Customize Criteri | a · | School | |
| Year | A11 | Cluster: North Region Center (9571) | • |
| Course | 1 | Type: All 👻 | |
| Test | 1 | | |
| School | 1 | | |
| Teacher | A11 | 2 | |
| Class | A11 | | Find Available |
| Student | A11 | Actions | 0241 - Ruth K Broad/bay Harbor K-8 |
| Demographics | A11 | Selected Schools | 0321 - Biscayne Elementary |
| Group | | 2181 - Joella C. Good Elementary | 0341 - Arch Creek Elementary School |
| View Criteria | | Elementary | 0461 - Brentwood Elementary |
| Clear Criteria | | | 0481 - James H. Bright/jw Johnson Es |
| · Actions · | | | 0561 - W.j. Bryan Elementary |
| Open Report | | | 0641 - Bunche Park Elementary |
| Run report | | | 0761 - Fienberg/fisher K-8 Center |
| · Report Builder · | | | 1161 - Crestview Elementary |
| New Report | | | 1481 - John G. Dupuis Elementary |
| Design | | | 1521 - Amelia Earhart Elementary |
| Clear Report | | | 1921 - Flamingo Elementary |
| Save Report | | | 2081 - Fulford Elementary |
| Save Report A | s | | 2111 - Hialeah Gardens Elementary |
| Report Publisher | | | 2181 - Joella C. Good Elementary |
| | | | 2191 - Spanish Lake Elementary |
| Find Reports | | | 2281 - Greynolds Park Elementary |
| | | | 2371 - West Hialeah Gardens Elem |
| | | | 2401 - Hibiscus Elementary |
| | | | 2441 - Virginia A Boone/highland Oaks |
| | | | 2581 - Madie Ives Elementary |
| | | | 2801 - Lake Stevens Elementary |
| | | | |

Under Actions on the left hand side menu, click Open Report.

A list of all the available reports are displayed.

| | | Kepolt. I | Report Card By Test for | schools | | | |
|-----------------|-------|-------------------------------|---------------------------------------|--|----------|----------|------------|
| Customize Crite | ria · | | Open Repo | ort | | | |
| Year | A11 | 1 | | | | | |
| Course | × | | | Description of the second seco | | | |
| Test | A11 | Report Na | me: | Report Levels: A | tivities | <u>^</u> | |
| School | 1 | Report Typ | De: All | | ass | = | |
| Teacher | A11 | Report Ow | /ner: All | Co | urse | - | |
| Class | A11 | | | | | | |
| Student | A11 | 2 | Find | 1 | | | |
| Demographic | s A11 | | | | | | |
| Group | | | Report Name | | Run | Owner | Туре |
| View Criteria | | Administered Tests, Not Taken | · · · · · · · · · · · · · · · · · · · | | | Elements | Custom |
| Clear Criteria | | At Risk | -, | | | Elements | Custom |
| Actions | | Averages by Test | | | | Elements | Custom |
| Open Report | | Demographics Item Performan | CP. | | | Elements | Custom |
| Run report | | Distractor Analysis | | | | Elements | Predefined |
| Report Builder | | Item Analysis | | | | Elements | Predefined |
| New Report | | Ikl-sample | | | | Public | Predefined |
| Design | | Mastery | | | | Elements | Custom |
| Clear Report | | Proficiency Report | | | | Elements | Predefined |
| Save Report | | Progress Report | | | | Elements | Predefined |
| Save Report | As | Report Card By Standard | Paper Icon | \longrightarrow | | Elements | Predefined |
| Report Publishe | | Report Card By Test | | | | Elements | Predefined |
| Find Reports | | Score Analysis Report | | | | Elements | Predefined |
| | | Standard Analysis | | | | Elements | Predefined |
| | | Subgroups by Standard | | | | Elements | Custom |
| | | Subgroups by Standard with Te | vt | | | Elements | Custom |
| | | Test Summary | AL | | | Elements | Custom |

Click the paper icon next to Report Card by Standard.

A report displays that show the results by standard of the entire school average percent on each tested standard. This report can be printed or downloaded in Excel.

| | | Tes | st 03 | d by Stand Language A | vrts Reading | | School | | | ic School | # School | s 1 | - | | |
|----------------------------|--|--|---|---|---|---|---|---|--|---|---|--|---|--|---|
| | | Crit | teria 03 | | | | | | | | | | | | |
| | | | | | Arts, 1 selec | cted school | Teache | r | | | # Teache | | | | |
| | | | res | sults | | | Class | | | | # Classes | | - | | |
| | | - | | | | | Student | | | | # Studen | ts 154 | - | | |
| | | | | | | <u> </u> | Show Perfor | mance Level | s | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Your | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 | 13-14 INT1 |
| Subtype> | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | NGSSS.LA.3 | 03LARea All |
| Standard> verage Score> | 72.08% Fall20 | 70.78% Fall20 | 74.35% Fall20 | 68.02% Fall20 | 69.81% Fall20 | 49.84% Fall20 | 52.92% Fall20 | 58.12% Fall20 | 58.28% Fall20 | 59.09% Fall20 | 58.44% Fall20 | 39.39% Fall20 | 37.66% Fall20 | 65.58% Fall20 | 59.94% Fall20 |
| mentary | 72.08% | 70.78% | 74.35% | 68.02% | 69.81% | 49.84% | 52.92% | 58.12% | 58.28% | 59.09% | 58.44% | 39.39% | 37.66% | 65.58% | 59.94% |
| | 72.08% | 70.78% | 74.35% | 68.02% | 69.81% | 49.84% | 52.92% | 58.12% | 58.28% | 59.09% | 58.44% | 39.39% | 37.66% | 65.58% | 59.9 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| • | ade/Subject> Standard> rerage Score> | Year> INT1 Subtype> NGSSS.LA.3 ade/Subject> LA.3.1.6.3 Standard> 72.08% Fall20 | Year> INT1 INT1 Subtype> NGSSS.IA.3 NGSSS.IA.3 ade/Subject> LA.3.1.6.3 LA.3.3.1.6.3 Standard> 72.08% 70.78% rerage Score> Fall20 Fall20 | Year> INT1 INT1 INT1 Subtype> NGSSSLA.3 NGSSSLA.3 NGSSSLA.3 add/Subject> IA.31.6.3 IA.31.6.4 IA.31.6.4 Standard> 72.08% 70.78% 74.35% Fail20 Fail20 Fail20 Fail20 | Year> INT1 INT1 INT1 INT1 Subtype> NGSSLA3. NGSSLA3. NGSSLA3. NGSSLA3. ade/Subject> IA3.16.3 IA3.16.7 IA3.16.8 IA3.16.8 Standard> Fall20 Fall20 Fall20 Fall20 | Year> INT1 INT1 INT1 INT1 INT1 Subtype> NGSSLA3 NGSSLA3 | Year> Stepsport 13-14 INTI 13 | Year> 13-14 13-15 <th< td=""><td>Year> Starbype> ads/Sobject> 13-14 INTI 13-14 INTI</td><td>Year> INT1 <!--</td--><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<></td></th<></td></th<></td></th<></td></td></th<> | Year> Starbype> ads/Sobject> 13-14 INTI 13-14 INTI | Year> INT1 INT1 </td <td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<></td></th<></td></th<></td></th<></td> | Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<></td></th<></td></th<></td></th<> | Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<></td></th<></td></th<> | Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<></td></th<> | Year> 13-14 <th< td=""><td>Year> 13-14 <th< td=""></th<></td></th<> | Year> 13-14 <th< td=""></th<> |

On the View menu more options are available for the Report by Standard.

| Actions — | | R | eport Car | d by Star | ndard (Tea | chers) | Miami | -Dade Co | unty Pub | lic Schoo | ls | | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------|
| cel | | | | | Arts Readin | | Schoo | | , | | # Schoo | ls 1 | - | | |
| int prizontal Standard | | С | | | Arts, 1 sele | cted school | Teache | er | | | # Teach | | | | |
| ertical Standard | | | re | esults | | | Class Studer | | | | # Classe # Stude | | _ | | |
| View | | - | | | | 100 | | | | | # Stude | nts 154 | - | | |
| chool eacher | | | | | | V | Show Perfo | mance Leve | ls | | | | | | |
| ass udent | | | | | | | | | | | | | | | |
| emographic | | | | | | | | | | | | | | | |
| Year> | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 |
| Subtype> Grade/Subject> | NGSSS.LA.3 LA.3.1.6.3 | NGSSS.LA.3 LA.3.1.6.7 | NGSSS.LA.3 LA.3.1.6.8 | NGSSS.LA.3 LA.3.1.6.9 | LA.3.1.7.2 | LA.3.1.7.3 | NGSSS.LA.3 LA.3.1.7.4 | NGSSS.LA.3 LA.3.1.7.5 | NGSSS.LA.3 LA.3.1.7.6 | NGSSS.LA.3 LA.3.1.7.7 | NGSSS.LA.3 LA.3.2.1.2 | NGSSS.LA.3 LA.3.2.1.7 | NGSSS.LA.3 LA.3.2.2.1 | NGSSS.LA.3 LA.3.6.1.1 | 03LARea All |
| Standard> Name Average Score> | 72.08% Fall20 | 70.78% Fall20 | 74.35% Fall20 | 68.02% Fall20 | 69.81% Fall20 | 49.84% Fall20 | 52.92% Fall20 | 58.12% Fall20 | 58.28% Fall20 | 59.09% Fall20 | 58.44% Fall20 | 39.39% Fall20 | 37.66% Fall20 | 65.58% Fall20 | 59.94% Fall20 |
| Alba, Jessica | 84.56% | 83.82% | 83.82% | 77.94% | 77.94% | 52.21% | 54.41% | 57.35% | 67.65% | 58.09% | 66.47% | 42.16% | 43.38% | 69.85% | 66.12% |
| Brown, Alvin | 75% | 75% | 80.56% | 74.31% | 84.72% | 50.69% | 58.33% | 61.81% | 63.19% | 62.5% | 62.78% | 36.11% | 30.56% | 70.83% | 63.79% |
| Capote, Lisa | 20.83% | 33.33% | 25% | 33.33% | 20.83% | 29.17% | 33.33% | 41.67% | 29.17% | 25% | 33.33% | 16.67% | 25% | 25% | 28.27% |
| Carson, Benjamin | 75% | 100% | 100% | 75% | 75% | 75% | 75% | 50% | 25% | 25% | 60% | 33.33% | 25% | 50% | 60.71% |
| Dugin, Lee | 12.5% | 16.67% | 29.17% | 25% | 25% | 25% | 20.83% | 20.83% | 33.33% | 33.33% | 26.67% | 33.33% | 33.33% | 33.33% | 26.19% |
| Freedom, Garry | 79.69% | 67.19% | 81.25% | 78.13% | 68.75% | 50% | 64.06% | 64.06% | 57.81% | 71.88% | 60% | 50% | 45.31% | 75% | 65.4% |
| Greene, Lily | 92.86% | 82.14% | 96.43% | 85.71% | 78.57% | 71.43% | 71.43% | 75% | 64.29% | 64.29% | 77.14% | 61.9% | 32.14% | 78.57% | 73.98% |
| Hightower, Esther | 86.76% | 77.94% | 91.18% | 83.82% | 85.29% | 73.53% | 69.12% | 72.06% | 77.94% | 82.35% | 76.47% | 33.33% | 61.76% | 77.94% | 75.73% |
| | | | | | | | | | | | | 38.54% | 27.34% | 54.69% | |

Teacher View

Student View

| | | E | \leq | | | EFA | | | | | | | | | - | -нічса 8 8 | ò |
|--------------------|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------|---|
| Actions | | | R | eport Ca | d by Stan | dard (Stu | (dents) | Miami | -Dade Co | untv Pub | lic Schoo | Is | | | | | |
| Excel | | | Te | | 3 Language | | | School | | , | | # School | ls 1 | - | | | |
| Print | | | Cr | | 3, Language | | | Teache | er i | | | # Teache | | 1 | | | |
| Horizontal Standar | rd | | | | esults | | | Class | | | | # Classe | s 43 | 1 | | | |
| View | | | | | | | | Studen | t | | | # Studer | nts 154 | 1 | | | |
| School | | | | | | | V . | Show Perfor | mance Leve | le l | | | | 1 | | | |
| Teacher | | | | | | | | onow r enter | manee zeve | | | | | | | | |
| Class | | | | | | | | | | | | | | | | | |
| Demographic | | | | | | | | | | | | | | | | | |
| | Year> | 13-14 INT1 | 13-14 INT1 | 13-14 INT1 | INT1 | 13-14 INT1 | 13-14 INT1 | |
| | Subtype> Grade/Subject> | NGSSS.LA.3 LA.3.1.6.3 | NGSSS.LA.3 LA.3.1.6.7 | NGSSS.LA.3 LA.3.1.6.8 | NGSSS.LA.3 LA.3.1.6.9 | NGSSS.LA.3 LA.3.1.7.2 | NGSSS.LA.3 LA.3.1.7.3 | NGSSS.LA.3 LA.3.1.7.4 | NGSSS.LA.3 LA.3.1.7.5 | NGSSS.LA.3 LA.3.1.7.6 | NGSSS.LA.3 LA.3.1.7.7 | NGSSS.LA.3 LA.3.2.1.2 | NGSSS.LA.3 LA.3.2.1.7 | NGSSS.LA.3 LA.3.2.2.1 | NGSSS.LA.3 LA.3.6.1.1 | 03LARea All | |
| Name | Standard> Average Score> | 72.08% Fall20 | 70.78% Fall20 | 74.35% Fall20 | 68.02% Fall20 | 69.81% Fall20 | 49.84% Fall20 | 52.92% Fall20 | 58.12% Fall20 | 58.28% Fall20 | 59.09% Fall20 | 58.44% Fall20 | 39.39% Fall20 | 37.66% Fall20 | 65.58% Fall20 | 59.94% Fall20 | |
| Student 1 | | 75% | 75% | 50% | 50% | 50% | 50% | 50% | 75% | 50% | 25% | 20% | 66.67% | 50% | 100% | 55.36% | |
| Student 2 | | 100% | 75% | 100% | 100% | 50% | 75% | 75% | 75% | 50% | 75% | 60% | 33.33% | 50% | 75% | 71.43% | |
| Student 3 | | 75% | 75% | 100% | 75% | 100% | 100% | 75% | 75% | 100% | 75% | 80% | 100% | 75% | 100% | 85.71% | |
| Student 4 | | 50% | 100% | 100% | 100% | 75% | 50% | 75% | 50% | 50% | 50% | 80% | 33.33% | 75% | 75% | 69.64% | |
| Student 5 | | 100% | 75% | 100% | 75% | 100% | 100% | 100% | 75% | 75% | 100% | 100% | 66.67% | 25% | 75% | 83.93% | |
| Student 6 | | 100% | 75% | 100% | 50% | 50% | 25% | 75% | 25% | 50% | 50% | 40% | 33.33% | 50% | 0% | 51.79% | |
| Student 7 | | 50% | 75% | 75% | 25% | 50% | 0% | 0% | 50% | 25% | 25% | 40% | 33.33% | 0% | 75% | 37.5% | |
| Student 8 | | 50% | 0% | 0% | 0% | 50% | 75% | 25% | 25% | 0% | 25% | 40% | 0% | 50% | 75% | 30.36% | |
| Student 9 | | 25% | 100% | 50% | 100% | 75% | 50% | 25% | 75% | 75% | 50% | 40% | 33.33% | 50% | 50% | 57.14% | |
| Student 10 | | 75% | 75% | 100% | 75% | 75% | 25% | 50% | 75% | 50% | 50% | 60% | 33.33% | 0% | 100% | 60.71% | |
| Student 11 | | 500% | 750/ | 050 | 750 | 750 | | | | | | | 22.220 | 0504 | 500/ | 50.000 | |

Demographic View

| ELEMENTS | | | 101 | | | | | | | | | | | | 2 4 | > |
|---|--|---|---|--|--|--|--|--|---|--|--|--|--|---|--|---|
| - Actions | | Re | port Card | by Stand | dard (Dem | nographic | s) Miami- | Dade Cou | unty Publi | ic School | S | | | | | |
| Excel | | Te | st 03 | Language A | Arts Reading | (13-14) | School | | | | # Schools | : 1 | | | | |
| Print Horizontal Standard | | Cri | | , Language / | Arts, 1 selec | ted school | Teacher | r i i | | | # Teacher | |] | | | |
| Vertical Standard | | | res | sults | | | Class | | | | # Classes | | | | | |
| View | | | | | | | Student | | | | # Student | s 154 | | | | |
| School Teacher | | | | | | ⊻ s | how Perforr | nance Level | 5 | | | | | | | |
| Demographic Year> Subtype> | 13-14 INT1 NGSS5.LA.3 | INT1 | INT1 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NG555.LA.3 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NGSSS.LA.3 | 13-14 INT1 NG555.LA.3 | 13-14 INT1 NG555.LA.3 | 13-14 INT1 NGSS5.LA.3 | 13-14 INT1 NGSS5.LA.3 | 13-14 INT1 03LARea | |
| Subtype> Grade/Subject> Standard> Name Average Score> | NG555.LA.3 LA.3.1.6.3 72.08% Fall20 | LA.3.1.6.7 70.78% | NG555.LA.3 LA.3.1.6.8 74.35% Fall20 | NG555.LA.3 LA.3.1.6.9 68.02% Fall20 | NG555.LA.3 LA.3.1.7.2 69.81% Fall20 | NGSSS.LA.3 <u>LA.3.1.7.3</u> 49.84% Fall20 | NG555.LA.3 LA.3.1.7.4 52.92% Fall20 | NG555.LA.3 LA.3.1.7.5 58.12% Fall20 | NG555.LA.3 <u>LA.3.1.7.6</u> 58.28% Fall20 | NG555.LA.3 LA.3.1.7.7 59.09% Fall20 | NG555.LA.3 LA.3.2.1.2 58.44% Fall20 | NG555.LA.3 LA.3.2.1.7 39.39% Fall20 | NGSSS.LA.3 LA.3.2.2.1 37.66% Fall20 | NG555.LA.3 LA.3.6.1.1 65.58% Fall20 | 03LARea All 59.94% Fall20 | |
| | 72.08% | 70,78% | 74.35% | 00.000/ | 69.81% | 49 84% | | | | | | | | | | |
| Overall Average (154) | | | 14.3070 | 68.02% | 09.81% | 49.84% | 52.92% | 58.12% | 58.28% | 59.09% | 58.44% | 39.39% | 37.66% | 65.58% | 59.94% | |
| Overall Average (154) Female (78) | 72.44% | 74.36% | 71.47% | 64.74% | 72.12% | 49.84% 50.96% | 52.92% 54.17% | 58.12% 60.58% | 58.28% 60.26% | 59.09% 62.5% | 58.44% 62.05% | 39.39% 39.74% | 37.66% 39.74% | 65.58% 67.95% | 59.94% 61.33% | |
| | 72.44% | - | | | | | | | | | | | | | <u> </u> | |
| Female (78) | _ | 67.11% | 71.47% | 64.74% | 72.12% | 50.96% | 54.17% | 60.58% | 60.26% | 62.5% | 62.05% | 39.74% | 39.74% | 67.95% | 61.33% | |
| Female (78) Male (76) | 71.71% | 67.11% 73.48% | 71.47% 77.3% | 64.74% 71.38% | 72.12% 67.43% | 50.96% 48.68% | 54.17% 51.64% | 60.58% 55.59% | 60.26% 56.25% | 62.5% 55.59% | 62.05% 54.74% | 39.74% 39.04% | 39.74% 35.53% | 67.95% 63.16% | 61.33% 58.51% | |
| Female (78) Male (76) Black (33) | 71.71% | 67.11% 73.48% 69.78% | 71.47% 77.3% 74.24% | 64.74% 71.38% 64.39% | 72.12% 67.43% 70.45% | 50.96% 48.68% 40.15% | 54.17% 51.64% 50.76% | 60.58% 55.59% 56.82% | 60.26% 56.25% 61.36% | 62.5% 55.59% 59.09% | 62.05% 54.74% 57.58% | 39.74% 39.04% 31.31% | 39.74% 35.53% 34.85% | 67.95% 63.16% 62.12% | 61.33% 58.51% 58.17% | |
| Female (78) Male (76) Black (33) Hispanic (115) | 71.71% 71.21% 71.52% | 67.11% 73.48% 69.78% 87.5% | 71.47% 77.3% 74.24% 73.91% | 64.74% 71.38% 64.39% 68.26% | 72.12% 67.43% 70.45% 69.13% | 50.96% 48.68% 40.15% 52.39% | 54.17% 51.64% 50.76% 54.13% | 60.58% 55.59% 56.82% 57.83% | 60.26% 56.25% 61.36% 57.83% | 62.5% 55.59% 59.09% 58.7% | 62.05% 54.74% 57.58% 58.78% | 39.74% 39.04% 31.31% 42.03% | 39.74% 35.53% 34.85% 38.04% | 67.95% 63.16% 62.12% 66.74% | 61.33% 58.51% 58.17% 60.23% | |
| Female (78) Male (76) Black (33) Hispanic (115) Multi (2) | 71.71% 71.21% 71.52% 75% | 67.11% 73.48% 69.78% 87.5% 50% | 71.47% 77.3% 74.24% 73.91% 87.5% | 64.74% 71.38% 64.39% 68.26% 75% | 72.12% 67.43% 70.45% 69.13% 87.5% | 50.96% 48.68% 40.15% 52.39% 37.5% | 54.17% 51.64% 50.76% 54.13% 37.5% | 60.58% 55.59% 56.82% 57.83% 75% | 60.26% 56.25% 61.36% 57.83% 25% | 62.5% 55.59% 59.09% 58.7% 62.5% | 62.05% 54.74% 57.58% 58.78% 60% | 39.74% 39.04% 31.31% 42.03% 16.67% | 39.74% 35.53% 34.85% 38.04% 37.5% | 67.95% 63.16% 62.12% 66.74% 25% | 61.33% 58.51% 58.17% 60.23% 57.15% | |
| Female (76) Male (76) Black (33) Hispanic (115) Multi (2) Unknown race (1) | 71.71% 71.21% 71.52% 75% 75% | 67.11% 73.48% 69.78% 87.5% 50% 75% | 71.47% 77.3% 74.24% 73.91% 87.5% 75% | 64.74% 71.38% 64.39% 68.26% 75% 75% | 72.12% 67.43% 70.45% 69.13% 87.5% 75% | 50.96% 48.68% 40.15% 52.39% 37.5% 25% | 54.17% 51.64% 50.76% 54.13% 37.5% 25% | 60.58% 55.59% 56.82% 57.83% 75% 50% | 60.26% 56.25% 61.36% 57.83% 25% 75% | 62.5% 55.59% 59.09% 58.7% 62.5% 75% | 62.05% 54.74% 57.58% 58.78% 60% 20% | 39.74% 39.04% 31.31% 42.03% 16.67% 66.67% | 39.74% 35.53% 34.85% 38.04% 37.5% 25% | 67.95% 63.16% 62.12% 66.74% 25% 100% | 61.33% 58.51% 58.17% 60.23% 57.15% 57.14% | |

Debriefing Process Reports

The debriefing process should be done after testing. Reports to assist teachers with analyzing the data prior to the debriefing process should include the following:

- Item Analysis
- Distractor Analysis
- At-Risk Report
- Report Card by Standards

Retrieving Data for State Reporting

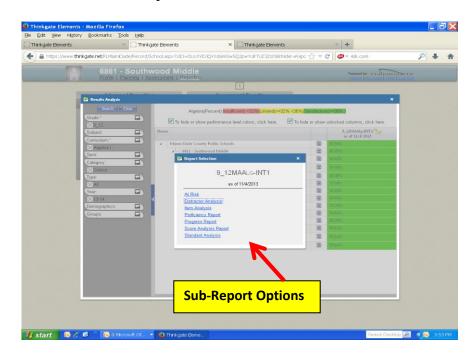
Schools are required to report preliminary and mid-year data to the state for the purpose of progress monitoring. Data for completing these reports are available in Gateway to Data (G2D) on various reports. The reports and data elements required for state reporting are described below.

The Average **Percent Correct**, Percent scoring "**Satisfactory**" and the **percent tested** can be retrieved from the Results Analysis screen.

- At the top of your home page, select the Reporting link on the top left hand side of the screen.
- Click the expand icon on the Assessment Results tile.
- The red asterisks on Grade and Curriculum mean that you must specify a grade and test name
- High school grades are all lumped under 9_12, and you must use that even for Algebra tests given in middle schools.
- skeate Elementa Mozilla Firefo _ B 🗙 Edit View History Bookmarks Ext Help Downloads Ctri+; × + Think gate Elements Add-ons Ctrl+Shift+A A https://www.thinkgate.net/RUMa Set Up Sync. V C Ø + Askucat P 4 4 -0 Web Developer Results Analysis Page Info Clear Options Grade To hide or show performance level colors, click here To hide or show unlocked columns, click here ×9_12 9_12MAAIg-INT1 as of 11/4/2013 **Average Percent for District** Name Subject **Average Percent for School** Curriculum Miami-Dade County Public School 16 X Algebra 4 - 6861 - Souther od Middle m . 8 Category . 8 **Teacher's Class Average** × Exstr . 8 100 (Percent Correct) . 8 $\times A1$ 8 122 × 13.14 Demographics: Groups **Teacher Icons** 🐉 start 🛛 🕺 🖉 👘 🔂 11 Microsoft Of. 🔹 😡 Thankog 2 . 6
- even for Algebra
 Click Search

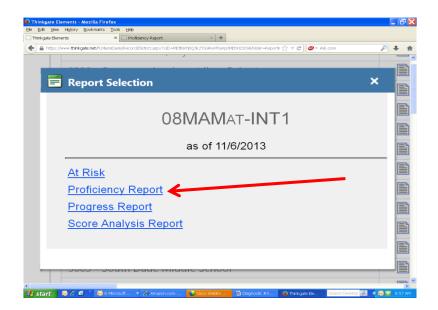
• Clicking on the arrow beside the teacher icon expands to show each of their classes.

• Clicking on the paper provides some sub-report options, clicking in the colored section on the percent correct shows other subreports – including the **distractor analysis that teachers may use to debrief with their students**.



To retrieve the percent "**Proficient**", click on the average percent correct in the far right hand column.

A list of available reports is displayed.



Select the **Proficiency Report** to pull the remaining items needed for SIP reporting. The state template **requires that you report the percent scoring "Satisfactory"** (not the percent scoring 70% or above).

Note the number of students in the Satisfactory level (count) and the Scores (percent scoring satisfactory).

| Actions Proficiency Report Miami-Dade County Public Schools Test 05 Science 05 Science 1283 # School # Schools 286 Print 05, Science Class # Classes 1984 Students 24112 Image: Science Image: Science Image: Science Image: Science Image: Science Image: Science 1894 Student # Students 24112 Image: Science Image: Science< | | hinkgate.net/FLMian | nivadelegac | y/rastsql_v2_dire | ect.asp?ID= | 6740jreporte | engine&engir | ie i ype= 🎽 🖄 | | Google | ; | | |
|--|---------------------------|---------------------|-------------|-------------------|---------------|----------------------------|--------------|----------------|----------|-----------|--------|--------------|--------|
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| Scores 51.58% 54.48% 62.14% 46.68% 51.95% 59.51% 49.35% 49.53%< | | Countra | | INDIAN | | | | | | | DISAD. | | _ |
| Distribution 36.7% Scores 30.7% 35.29% 15.66% 36.37% 40.0% 34.33% 35.7% 34.38% 24.49% 24.89% 20.8% 35.31% 41.67% 34.31% 41.01% 34.52% 22.8% 34.31% 21.87% 34.31% 34 | | | | | | | | | | | | , ° | 57. |
| Insufficient Scores 34 63% 35 29% 36 37% 34 33% 34 7% 34 38% 35.31% 34.31% 34.52% 32 Counts 3073 Distribution% 12.74% 20% 12.54% 13.7% 12.89% 12.24% 8.75% 13.11% 13.49% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.77% 47.74% 47.77% 47.77% 47.74% 47.77% 47.74% 45.5% 63.59% 63.27% 70.45% 63.67% 63.27% 63.27% 63.27% 63.27% 63.27% 63.27% | | | | 30% | 15.68% | 48.02% | 35,37% | 24,49% | 20.8% | 41.67% | 41.01% | | 28. |
| Distribution% 12.74% 20% 12.54% 13.7% 12.89% 12.24% 8.75% 13.11% 13.49% 47.7% Limited Scores 47.77% 49.27% 47.43% 47.65% 47.8% 47.43% 47.65% 47.8% 47.43% 47.97% 47.77% 47.77% 47.77% 47.77% 47.74% 45.21% 45.54% 68.64% 68.23% 68.62% 68.23% 68.64% 68.62% 68.23% 63.67% 63.67% 63.67% 63.54% 64.64% 69 51.74% 66.62% 68.23% 63.67% 45.54% 64.55% 64.64% 64.55% 64.64% 64.55% | Insufficient | | 34.63% | | | | | | | | | | 32. |
| Limited Scores 47.77% 49.27% 47.43% 47.65% 47.8% 47.43% 47.97% 47.77% 47.74%< | | | | | 12.54% | 13.7% | | 12.24% | 8.75% | | | | 6.8 |
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| Distribution% 50.55% 50% 71.78% 38.28% 51.74% 63.27% 70.45% 45.21% 45.5% | Batisfactory | | | 66.03% | 70.34% | 62.35% | 64.77% | 66.82% | 66.23% | 63.67% | 63.59% | | |
| | Satisfactory | Distribution% | | | | | | | | | 45.5% | k to view st | udent |
| | Data accory | | | | | | | | | | | | |
| | | | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |

To calculate the "Percent Tested, you will pull the count of students tested from the white row: Student Counts, in the column marked "ALL". That shows the total number tested (the example here is for grade 5 science); you can pull the approximate number of students in your school from the October or February FTE membership report (by grade level) located at

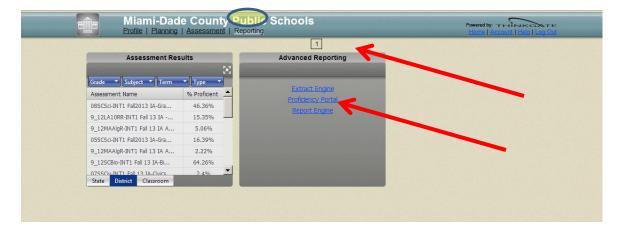
<u>http://oada.dadeschools.net/StudentMembership/membership.asp</u> , or through file download manager.

Reports to Assist Test Chairpersons

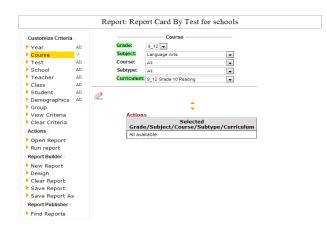
Administered Tests, Not Taken by Students

This report is available for the Teacher, Administrator and through the Report Engine. Without having to open each Assessment Assignments screen to determine the students yet to complete the specified assessment, this report shows the assessment, teacher, class, the number of students and student names for the class that have not taken the specified assessment.

- Click the **Reporting** link
- Navigate to the Advanced Reporting tile
- Click Report Engine



• Filter for Year, Course (grade, subject, and curriculum) Test (Interim)



Click Find Available

Click on correct test under **Test column (highlights in yellow)**

| | Report: Report C | ard By Test for schools | | |
|--|---|----------------------------|---|---------------|
| · Customize Criteria · | Test | | | |
| Year All Course ✓ Test 1 School All Teacher All | Test Type: All Benchmark Final Nicherm Midterm | | | |
| Class All Student All Demographics All Group | 2 Actions | Actions | Find Available 2 tests found | |
| View Criteria | Selected Tests 9_12LA10R-INT2 WINTER INTERIM ASSESSMENT | 9_12LA10R-INT1 Fall 13 IA- | Test | Year 13-14 |
| Clear Criteria | 2013 - GRADE 10 READING TEST 13-14 | | Grade 10 Reading NTERIM ASSESSMENT 2013 - GRADE 10 | 13-14 |
| · Actions · | | READING TEST | | 10.14 |
| Open Report Run report Report Builder New Report Design Clear Report Save Report Save Report As Report Publisher | | | | |
| Find Reports | | | | |

Click the arrow pointing left under **Selected Tests**

This tutorial drills down to the school level; however you can continue to filter by **School**, **Teacher**, **Class**, or **Student**, if you need to drill down to that level. (This is limited depending on the level of access granted)

Click Open Report

Click Find

| | | Report: Report Card By Test for schools | | | | |
|----------------------------|--|--|------------|----------|------------|---|
| · Customize Criter | a · | Open Report | | | | |
| Year | A11 | | | | | |
| Course | Image: A second s | Report Name: Report Levels: | | | | |
| Test | 1 | Neport name. | Activities | Ê | | |
| School | 1 | | Class | = | | |
| Teacher | A11 | Report Owner: All | Course | * | | |
| Class | A11 | | | | | |
| Student | A11 | 2 Find | | | | |
| Demographics | A11 | | | | | |
| Group | | 17 reports found | | | | * |
| View Criteria | | Report Name | Run | wner | | |
| Clear Criteria | | Administered Tests, Not Taken by Student | | ments | Custom | |
| · Actions · | | At Risk | | Elements | Custom | |
| Open Report | | Averages by Test | | Elements | Custom | |
| Run report | | Demographics Item Performance | | Elements | Custom | |
| Report Builder | | Distractor Analysis | | Elements | Predefined | |
| New Report | | Item Analysis | | Elements | Predefined | |
| Design | | Ikl-sample | | Public | Predefined | |
| Clear Report | | Mastery | | Elements | Custom | = |
| Save Report | | Proficiency Report | | Elements | Predefined | |
| Save Report . | As | Progress Report | | Elements | Predefined | |
| · Report Publisher | | Report Card By Standard | | Elements | Predefined | |
| - | - | Report Card By Test | | Elements | Predefined | |
| Find Reports | | Score Analysis Report | | Elements | Predefined | |
| | | Standard Analysis | | Elements | Predefined | |
| | | Subgroups by Standard | | Elements | Custom | |
| | | Subgroups by Standard with Text | | Elements | Custom | - |
| | | Test Summary | E | Elements | Custom | Ŧ |

Click the paper icon in the Run column next to the report **Administered Tests Not Taken by Student.**

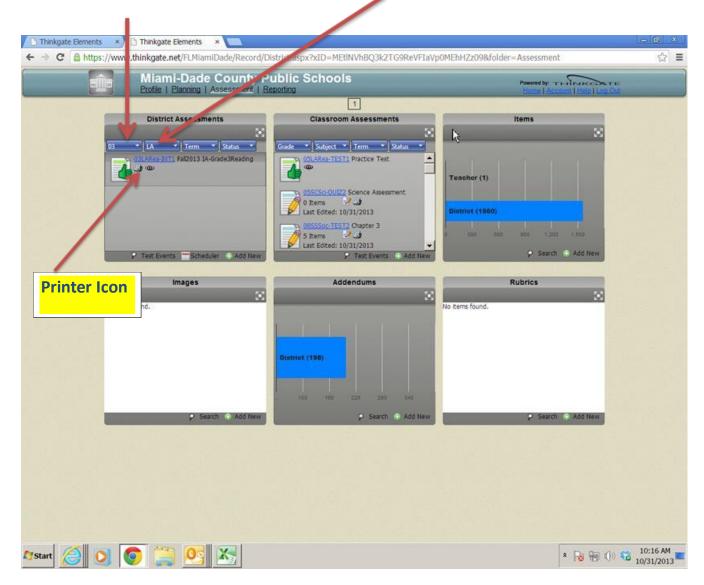
Report displays providing the test name, period, teacher, and students who have not tested.

| | | | 8 |
|----------|--|---|----|
| | | | × |
| ELEMENTS | | | = |
| Actions | Administered Tests, Not Taken by Student | | |
| ▶ Word | 9_12, Language Arts, Test Type=Interim, 1 selected tests, 1 selected school results | | |
| Print | | | |
| | 9_12LA10R-INT2 WINTER INTERIM ASSESSMENT 2013 - GRADE 10 READING TEST: | | |
| | 9_12 Advanced Placement English Language Period1 (23 not taken) | | |
| | Acosta, § Alvarez-L | | |
| | Angarica | | |
| | Cesar, M | | |
| | Challenk | | |
| | Charles, | | |
| | Edri, Ron Edri, Roy | | |
| | - Edit, Roy - Gaillard, ' | | |
| | Gal, Ines | | |
| | Gasilovsi | | |
| | Gorin, Sv Hawryluk | | |
| | - nawiyuw - Hyde, Kin | | |
| | Jeanbap | | |
| | Lalama, I | | |
| | Munilla, N | | |
| | Ramirez, Rosales, | | |
| | - Salazar, | | |
| | Suster, J | | |
| | Vaca-Gut | | |
| | Yulee, Ro 9_12 Advanced Placement English Language Period2 (29 not taken) | | |
| | • S_12 Auvanceu Pracement English Language Periouz | | |
| | Avakiant | | |
| | Bosch, R | | |
| | Cazalis, / Cazalis, / | | |
| | Chierico, Churchill | | |
| | | | |
| | | _ | 11 |

Retrieving Answer Keys

Please follow the directions below to retrieve an answer key from Gateway to Data (G2D).

- Login into Gateway to Data (G2D)
- Click on the Assessment link at the top
- Access the *District Assessments* tile
- Filter for Grade Level and Subject

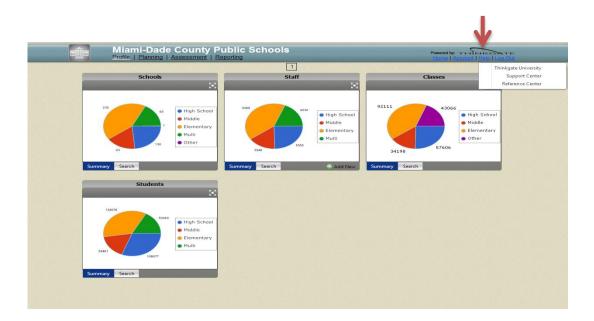


Click the Printer icon

| C | Dialog box ap | pears (shown | below), Click the | he Answer Key box, Click Print | |
|---|----------------|--------------|-------------------|--------------------------------|--|
| | Print: 03LARea | I-INT1 | | × | |
| | | Assessment | Answer Key | | |
| | Select All | | | | |
| | Form 101 | 0 | 0 | | |
| | Total | 0 | 0 | | |
| | | | Canc | el Print | |

Accessing Gateway to Data (G2D)'s Reference Sheets and Modules

- Sign on to the Gateway to Data (G2D)'s website at • https://tg.dadeschools.net/FLMiamiDade/tglogin.aspx
- Login with your M-DCPS username (employee #) and password.
- Click the **Help** link on the right hand side of the screen. •



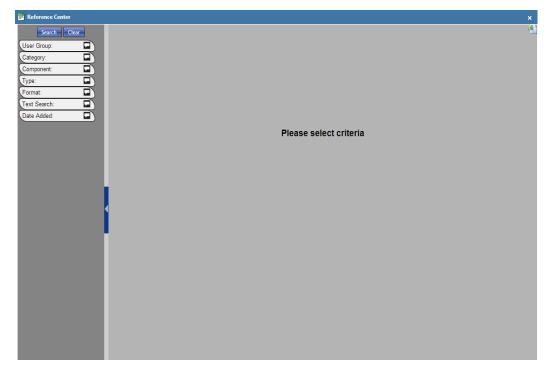
• To access the modules (self-paced tutorial lessons), click Gateway to Data (G2D) University and you can begin by clicking the link of the topics that you want to pursue further.

| fasks | My Courses | | | | |
|--|---|---------------|--|--|---|
| Home (My Courses) View Course Catalog | Welcome, Felicia. Today is 12/11/2013. | | | | - |
| View Transcript | velcome, relicia. Today is 12/11/2015. | | | | |
| Update My Information | | Clic | k on a course below to see course detail. | | |
| Signout | | Click on a gr | een arrow to launch directly into an online cour | se, | |
| | Current Courses | | | | |
| | Name Online Training | Session Title | Start Date Start Time End Time End Date Meets | Location | |
| | A.101: Getting Started | Open | | | |
| | A.103: Navigation for Administrators | Open | | | |
| | A.105: Creating District Assessments | Open | | | |
| | A.105: Creating District Assessments - | Open | | | |
| | Make It Quick | Open | | | |
| | A.109: Creating District Assessments - | | | | |
| | Croate My Own | Open | | | |
| | A.111: Creating District Assessments Usin | g _ | | | |
| | External Assessments 💏 | Open | | | |
| | A.113 Creating a Language Arts | 0 | | | |
| | Assessment | Open | | | |
| | A.201 Instruction for Administrators | Open | | | |
| | A.301: District Management of Assessmen | It Open | | | |
| | Administration | | | | |
| | A.303: Accessing Data for Administrators | 🎐 Open | | | |
| | A.305: Analyzing Data | Open | | | |
| | A.307: Working with Items | Open | | | |
| | A.309: Working with Images and | Open | | | |
| | Addendums | open | | | |
| | A.311: Working with Rubrics | Open | | | |
| | A.313 Enhanced Assessment Creation | Open | | | |
| | T.102: Navigation for Teachers | Open | | | |
| | T.104: Creating Classroom Assessments® | | | | |
| | T.106: Creating Classroom Assessments - | Open | | | |
| | Make It Quick 💏 | | | | |
| | T.108: Creating Classroom Assessments - | Open | | | |
| | Create My Own | | | | |
| | T.110: Creating Classroom Assessments | Open | | | |
| | Using External Assessments® T.112 Creating a Language Arts | | | | |
| | Assessment | Open | | | |
| | T.202 Instruction for Teachers | Open | | | |
| | T.302: Administering Assessments | Open | | | |
| | T.304: Assessment Administration for | | | | |
| | Classroom Teachers * | Open | | | - |
| | | ed 💌 | | Refresh Send a Message to System Administrator | |
| 17. 1. 7. 1. 1. | L Dead Example | | | Date Action | _ |
| thinkgate | Unread SysAdmin In 11:58AM | | | | |
| uningale | Unread SysAdmin in 11:58AM | | | | _ |
| UNIVERSITY | session | | | | |
| OTT VERSITI | Unread SysAdmin In 11:58AM | | | | |
| | Unread SysAdmin in 11:58AM | | | | - |

To access the **Reference Center** (short step-by-step tutorials in PDF or video format), click Reference Center under the **Help** link.

| Miami-Dade County P | ublic Schools | Powered by: THEFT | |
|---|--|--|--|
| Schools | 1 Staff | Classes | Thinkgate University Support Center Reference Center |
| 235 4 4 High School Middle Elementary 33 9 0 ther Summary Search | 5294 5294 5364 High School Hidde Elementary Multi Summay Search | 92111 43066 • High Sc • Middle • Elemen • Other • Strong • S | |
| Students | | | |
| 14439 5447 5447 5467 5467 | | | |
| Summary Search | | | |
| | | | |

Click the **User Group**, and select **All** to view the topics of a teacher and administrator. You can filter the column to show Teacher or Administrator by clicking the column of the **User Group**.



(to view Teacher or Administrator topics you can select either option)

Click User Group column to filter by Teacher or Administrator

| Image: Search: Component Category Format Type Date Added Search: Component: Component Category Format Type Date Added Search: Component: Component Results Administrator Video Videos 8/9/2013 Search: Component: Component Results Administrator Assessment Reference PDF 6/6/2013 Add at Holistic or Analytical Rubris Teacher Assessment Reference PDF 6/6/2013 Add at Secondary Teacher to a Class Administrator Other Reference PDF 6/6/2013 Add and Find an Image Teacher Assessment Reference PDF 6/6/2013 Add Ind an Image Teacher Assessment Reference PDF 6/6/2013 Add Ind an Image Teacher Assessment Reference PDF 6/6/2013 Add Ind an Image Teacher Assessment Reference PDF 6/6/2013 Add Ind and Edit an Addendum Teacher Assessment Reference PDF 8/9/2013 Add. Find and Edit an Addendum Teacher Assessment Reference PDF 8/9/20 | Group: | | | | | | | | |
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| at. Add a Holistic or Analytical Rubris Administrator Assessment Neifernee Guide PDF 6/6/2013 Search: Add a Holistic or Analytical Rubris Teacher Assessment Reference Guide PDF 6/6/2013 Add a Holistic or Analytical Rubris Teacher Assessment Reference Guide PDF 6/6/2013 Add a Holistic or Analytical Rubris Teacher Assessment Reference Guide PDF 6/6/2013 Add a Holistic or Analytical Rubris Teacher Assessment Reference Guide PDF 6/6/2013 Add and Find an Image Administrator Assessment Reference Guide PDF 6/6/2013 Add a Holistic or Analytical Rubris Teacher Assessment Reference Guide PDF 6/6/2013 Add and Find an Image Teacher Assessment Reference Guide PDF 6/6/2013 Add Lind and Edit an Addendum Teacher Assessment Reference Guide PDF 8/9/2013 Add Find and Edit an Ruem Teacher Assessment Reference Guide PDF 12/4/2013 Adding Resources and Tags Administrator Inst | onent: | | Administrator | | Video | Videos | | 8/9/2013 | |
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| Add a Secondary Teacher to a Class Administrator Other Reference Guide PDF 10/17/2013 Add and Find an Image Administrator Assessment Reference Guide PDF 6/6/2013 Add and Find an Image Teacher Assessment Reference Guide PDF 6/6/2013 Add Lind an Image Teacher Assessment Reference Guide PDF 6/6/2013 Add. Find and Edit an Addendum Administrator Assessment Reference Guide PDF 6/6/2013 Add. Find and Edit an Addendum Teacher Assessment Reference Guide PDF 6/6/2013 Add. Find and Edit an Addendum Teacher Assessment Reference Guide PDF 8/9/2013 Add. Find and Edit an Item Administrator Assessment Reference Guide PDF 8/9/2013 Add Ind and Edit an Item Teacher Assessment Reference Guide PDF 12/4/2013 Adding Resources and Tags Administrator Instruction Reference Guide PDF 6/6/2013 Administer an Assessment - Using enstruction Devices Administrator Assessment Reference Guide | | Add a Holistic or Analytical Rubric | Teacher | Assessment | | PDF | | 6/6/2013 | |
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| Add. Find and Edit an Addendum Administrator Assessment Guide PDF 6/6/2013 Add. Find and Edit an Addendum Teacher Assessment Reference PDF 6/6/2013 Add. Find and Edit an Addendum Teacher Assessment Reference PDF 6/6/2013 Add. Find and Edit an Item Administrator Assessment Reference PDF 8/9/2013 Add. Find and Edit an Item Teacher Assessment Reference PDF 8/9/2013 Adding Resources and Tags Administrator Instruction Reference PDF 12/4/2013 Adding Resources and Tags Teacher Instruction Reference PDF 12/4/2013 Adding Resources and Tags Teacher Instruction Reference PDF 6/6/2013 Administer an Assessment - Using enstruction Devices Administrator Assessment Reference PDF 6/6/2013 Administer an Assessment - Using enstruction Devices Teacher Assessment Reference PDF 6/6/2013 | | Add and Find an Image | Teacher | Assessment | | PDF | | 6/6/2013 | |
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| | | | Teacher | Assessment | | PDF | | 6/6/2013 | |
| Guide | | Administer an Assessment - Using Promethean Devices | Administrator | Assessment | Reference Guide | PDF | | 6/6/2013 | |

Click on any of the titles to download the documents.

Promoting Gateway to Data (G2D) Learning Modules for Teachers

In order for teachers to become acclimated to Gateway to Data (G2D)'s Technology Platform it is highly suggested that they access Gateway to Data (G2D) University and proceed in getting started with the learning modules that are teacher specific. There are about 40 tutorials covering topics such as creating assessments to administering an online test.

Teachers can login to Gateway to Data (G2D) University with their employee number and password. The under the **Help** menu located on the right side of the screen, select Gateway to Data (G2D) University. Modules that can help teachers get started are listed below.

- T.102 Navigation for Teachers
- T.304 Assessment Administration for Classroom Teachers
- T.306 Accessing Data for Teachers

T.308 - Analyzing Data

*Gateway to Data (G2D) University requires a flash player, typically not available on iPads. Please use IE8 or later, and Firefox with a Windows machine (PC)

Resetting Passwords

The Gateway to Data manager (test chairperson or site administrator) at the school site should reset teachers' passwords if they become locked out of the platform. Login into your workstation and then type <u>https://tg.dadeschools.net/FLMiamiDade/tglogin.aspx</u> in the Firefox browser. The Gateway to Data (G2D) Administration platform should open with a welcome message.

APPENDIX A

CHECKLIST: BEFORE, DURING, AND AFTER TESTING

Before Testing

- **4** Read the Interim Assessment program guide.
- Meet with school's administrators, microsystem technician, classroom teachers, lab manager, and proctors to:
 - \circ $\,$ Train and review testing procedures for computer-based testing
 - $\circ~$ Verify minimum requirements and prepare computers for testing
 - Determine students who will need to take the paper-pencil version(s) of the tests.
 - $\circ~$ Schedule students and/or classes into the computer lab.
 - Determine students needing accommodations.
- **4** Prepare for computer based testing by:
 - o Preparing materials
 - Train test administrators

During Testing

- Distribute student identification numbers to students
- 4 Administer the test following script in Appendix B.
- Monitor test administrations
- 4 Make note of any problems encountered during testing

♣ Make sure students close out the testing session properly by exiting the test and closing the Internet browser.

After Testing

♣ Arrange make-up sessions for students who were absent or unable to complete testing

- Scan answer sheets
- Retrieve score reports

APPENDIX B

MIAMI-DADE COUNTY PUBLIC SCHOOLS

TEACHER COUNT SHEET

SCHOOL NAME: _____ SCHOOL NUMBER: _____

ASSESSMENT PROGRAM: _____

ASSESSMENT DATE: _____ (Month & Year)

DIRECTIONS FOR TEST CHAIRPERSON:

When assigning materials to teachers, record the teacher's name, quantity of test booklets, and grade/test level assigned. Teachers certify receipt/return by initialing this count sheet when picking up the materials prior to testing and again when returning them after testing.

| Teacher's Name | Grade/ Test Level | Test Booklet Count | Date // Receipt | Date // Return |
|----------------|----------------------|--------------------------|-----------------------|----------------------|
| | | | | |
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Retain a copy of this document for four months following the assessment date.

DUPLICATE AS NEEDED

TEST CHAIRPERSON: _____

FM-5812 Rev. (08-03)

APPENDIX C

MIAMI-DADE COUNTY PUBLIC SCHOOLS

RECORD OF ABSENCES, EXEMPTIONS, AND INVALIDATIONS FORM 20 - 20 ADMINISTRATION

Name of Program ______Grade Level of Program _____

School Name ______ School Location _____

Name of Test Administrator ______Assessment Date _____

| STUDENT'S NAME | STUDENT'S ID NUMBER | SUBJECT | CODE | REASON |
|-------------------|------------------------|--|---|--------|
| | NOMBER | R= READING M= MATHEMATICS S = SCIENCE SS= SOCIAL STUDIES | A = ABSENT E = EXEMPTION I = INVALIDATION | |
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The test coordinator should retain a copy of this form for four months following the assessment date.

DUPLICATE AS NEEDED

APPENDIX D

Equivalent Course Codes

| Course | Codes |
|-------------|---|
| | |
| Algebra | Algebra 1 – 120031001 Algebra 1 Honors – 120032001, 02 - Gifted, EM - 6th gr Algebra 1B – 1200380 IB Middle Years Program Algebra 1 – 120039001 Pre-AICE Mathematics 1 IGCSE Level – 120981001 |
| Algebra 2 | Algebra 2 – 1200330 Algebra 2 Honors – 1200340 Pre-AICE Mathematics 3 IGCSE Level - 1209825 IB Middle Years Program Algebra 2 - 1200395 |
| Biology | Biology 1 – 200031001 Biology 1 Honors – 200032001, 02-Gifted Pre-AICE Biology IGCSE Level – 200032201 Biology Technology – 200043002 Florida's Pre-IB Biology 1 – 200080001 IB Biology 1 - 2000805 IB Middle Years Program Biology – 200085001 Integrated Science 3 – 200244001 Integrated Science 3 Honors – 200245001 |
| Geometry | Geometry – 120631001 Geometry Honors – 120632001, 02 - Gifted IB Middle Years Program Geometry Honors – 120681001 Pre-AICE Mathematics 2 – 120982001 |
| U.S History | United States History - 210031001 United States History Honors - 210032001, 02 - Gifted Visions and Countervisions: Europe, U.S. and the World from 1848 - 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors - 2100480 |
| Civics | M/J Civics - 210601001, M/J Civics - 2106015 M/J Civics & Career Planning - 210601601 M/J Civics, Advanced - 210602001, 02 - Gifted M/J Civics, Advanced - 2106025 M/J Civics, Advanced & Career Planning - 210602601, 02 - Gifted M/J IB MYP Civics Advanced – 2106027 M/J IB MYP Civics Advanced & Career Planning – 2106028 M/J Civics and Digital Technologies - 2106029 M/J U.S. History & Civics - 2100045 |

APPENDIX E

Troubleshooting: Common Errors and Possible Solutions

| Error | Possible Solution |
|---|--|
| Student or Administrator unable to login to the Gateway to Data (G2D) Platform. | Confirm that the student is on the roster for the class associated with that test ID. Confirm that student has typed in Test ID and Student ID Number correctly. Check network status by typing in http://www.google.com in the Internet browser to see if the web page is being displayed properly |
| Questions or answer do not display properly | Make sure you are using the proper browser. MDCPS has created a link on the desktop using Firefox which will take you directly to the proper URL. DO NOT USE Internet Explorer 10 or 11 as they are not supported with the online test client yet. Switch to Firefox or Safari |
| The computer system freezes or locks up while testing. | Test administrator or teacher should log into the assessment administrator screen and make sure the student status is set to "Continue". Student's results are saved automatically as they progress through the test, so they should be able to try one of these options: Log off and log back onto the same computer and sign back into the online test site to continue testing where they left off. (Student status should be set to "continue"). Log onto a different computer, sign into the online test site and continue testing where they left off. (Student status should be set to "continue"). A reboot may be required.* Check with local Technical Coordinator or Microsystem Technician, if system locks up often. |
| The student accidentally selects finish while testing and exits out of the test. | Test Chair or School Admin must contact the District Assessment Department and request that the student's score be reset. They will need the School ID, the Test ID and the Student's name and ID before resetting a score. Please include the reason why the student's score needs to be reset. Student will have to retake the entire test if they have selected "Finish" before they should have. Please remind students before they take the test that they should only click on finish at the completion of the test. |
| The browser freezes during testing | Close the browser. Set the student's status to continue in the assessment administration window. Open the browser and have the student log back into the test and continue taking the test where (s)he left off. Previously answered questions will be saved. A reboot may be required.* Check with local Technical Coordinator or Microsystem Technician if system locks up often. |
| The keyboard or mouse freezes while student is taking the test. | A reboot may be required.* Check with local Technical Coordinator or Microsystem Technician if system locks up often. |
| The computer is rebooted or the browser is closed out and restarted during testing. | Set the student's status to "continue" in the assessment administration screen. Have the student log back into the online test site and continue testing. |

APPENDIX E

Troubleshooting: Common Errors and Possible Solutions

| Error | Possible Solution | |
|--------------------------------|---|--|
| Bubble sheets are not scanning | Make absolutely sure that you printed the bubble sheets at full scale. The alignment markers, which are the 4 bold squares on the corners of the bubble sheets are critical to be in the proper location. If in doubt, download another bubble sheet from the site, save it to your desktop, then print it by opening it up, checking the page setup so that the scale is set to NONE or 100%, (depending on the Adobe Acrobat Reader version you have) and not set to "shrink to fit". Once you have the FULL scaled bubble sheet, hold it against the bubble sheet that you are having issues with and see if the alignment markers match up or not. If not, you must reprint your bubble sheets are fed in straight and not at an angle. Make sure that the student ID and answers are all bubbled if you are using a blank form score sheet. | |
| Form ID is being requested | The form ID should not be necessary. It usually indicates a scale issue. If you are comfortable with the scale, then bubble in a form ID that corresponds to the subject level: Language Arts: 101 Mathematics: 201 Science: 301 Social Studies: 401 | |

APPENDIX F

WHO TO CONTACT FOR INFORMATION

| Issue | Contact Office | Phone Number |
|---|---|--|
| Purpose and administration of the Interim Assessment tests | Felicia Mallory Denetra Collins | 305-995-1213 305-995-4580 |
| District Pacing Guides | Language Arts/Reading Mathematics Science | 305-995-1949 305-995-1921 305-995-2341 |
| Allowable accommodations for English language learners | Bilingual Education and World Languages | 305-995-2428 |
| Allowable accommodations for students with disabilities | Division of Special Education | 305-995-1295 |
| Printing, scanning, and scoring of answer sheets and downloading of score reports | Felicia Mallory Denetra Collins | 305-995-1213 305-995-4580 |
| Technical Support | Felicia Mallory Denetra Collins | 305-995-1213 305-995-4580 |